DOCUMENT RESUME

ED 104 102 EC 072 117

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TITLE Special Education Program Analysis: Term I.
INSTITUTION West Virginia Coll. of Graduate Studies, Institute.
PUB DATE 74
NOTE 254p.

EDRS PRICE MF-$0.76 HC-$13.32 PLUS POSTAGE
DESCRIPTORS Course Objectives; Educational Trends; *Emotionally Disturbed; Exceptional Child Education; Graduate Study; *Learning Disabilities; *Mentally Handicapped; Performance Based Teacher Education; *Program Descriptions; Program Evaluation; Special Education Teachers; Student Evaluation; Teacher Certification; *Teacher Education
IDENTIFIERS *West Virginia College of Graduate Studies

ABSTRACT

Described are program components and results of program evaluation of the West Virginia College of Graduate Studies' graduate program offering Masters' Degrees in mental retardation, specific learning disabilities, and behavioral disorders. Stressed is the program's design to incorporate philosophical changes such as noncategorial approaches to education of the handicapped. Included are syllabi for the required courses, an outline of West Virginia certification requirements and Master's degree requirements, lists of approved electives, review of expected trends in special education teacher preparation such as emphasis on competency-based instruction, and a summary of other requirements such as residence. Aspects of faculty governance and departmental organization are reviewed. Provided are a chart giving educational statistics for the current faculty, faculty resumes and a summary of faculty policies. Outlined are requirements for admission to and retention in the graduate program as well as guidelines for student supervision and participation in program development. Physical facilities serving the advanced programs such as the library and the special education instructional materials center are described. Also given are guidelines for student and program evaluation and forms such as a student teaching rating form. Results of a survey of both present and former students are seen to indicate such needs as greater exposure to the mentally retarded prior to the student teaching experience. (DB)

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U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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ED104102

SPECIAL EDUCATION

PROGRAM ANALYSIS

TERM I

SUMMER 1974

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INTRODUCTION

INTRODUCTION

The field of Special Education is presently in a state of flux. Many changes are coming about especially within certain categorical areas, such as mental retardation, learning disabilities and behavioral disorders. Part of this change is being brought about by the courts of this land in which school districts are being forced to alter both their attitudes about, and educational delivery services to, the handicapped children in their community. Murdock (1973) states that the state and federal supreme courts have been unanimous in their decisions that children cannot be isolated in educational programs. These decisions have challenged the use of IQ scores as a sole factor for the placement of students into special classes or programs.

It also appears that the traditional categorical classifications in the field of special education are no longer acceptable. Too often these are based upon a negativism reflective of the child as an individual rather than his disability or sets of disabilities. Weintraub and Abeson (1972) have supported this contention that classifying by labels has inherent limitations. These limitations center around stigma, isolation, rejection, and taunting by other children considered normal under a classification scheme.

All of these above factors have greatly influenced the Council for Exceptional Children, the leading professional organization in the field, to officially state that the exceptional child must be educated in the regular classroom whenever possible. Only under extreme circumstances should a child be isolated in a self-contained room, and then only for the amount of time that will require changes that will allow him back into the regular classroom, at least on a part-time basis. In addition, prescriptive teaching is being advocated by this organization. This model requires that the teacher looks very closely at the child's strengths and weaknesses, and develops programs that will take care of the problem areas. In other words, a great amount of stress is upon the

individual child based upon learning styles, diagnosed strong and weak areas and the building of a program that will take into consideration all of these variables.

Educators are doing much to make needed changes. Two recent revisions of highly popular textbooks in special education reveal this. Kirk's 1972 revision of Educating exceptional children, added a new chapter, "Specific learning disabilities", and changed the first chapter from an introduction in the 1963 book to "Intra-individual differences: Discrepancies in growth and development" in 1973. Thus, it can be seen that even new categories of exceptional children have come about, or at least an examination of the more traditional categories has been made in order to remedy misclassification. In addition, the movement is toward looking at the child and his problems rather than at groups of children's problems within a category.

Dunn (1973) indicates by the title of his text, Exceptional children in the schools: Special education in transition, the movement that is taking place. He further states that: 1) traditional labels are less in use by special educators , 2) more useful terms are coming into existence; 3) children with major differences are now being concentrated upon, and 4) special educators are trying to be more integrative in their approaches.

The Department of Special Education faculty began planning the program presented in this document in September, 1973. At an early meeting it was decided to develop a program that was categorical in nature because the West Virginia State Department of Education issues certification to teach in such categories. At the same time, the faculty realized the transitional state of the field and felt the need to incorporate many of the new trends and movements within the field. A third, and very important factor that was considered, was that a strong and viable special education program was in existence at College of Graduate Studies, and had been for some time. No

one felt that the program should, or could, be scuttled. It had many strengths and was well-defined. In addition, almost two hundred persons were in various stages of the program. The Department of Special Education had responsibilities to all those students. It was obvious that the existing program should be meshed into any new program, both as a responsibility to students, and as sound planning policy. With these three basic guidelines the self-study process was begun.

In reality, the faculty was responsible for two self-studies. Since courses in specific learning disabilities, and behavioral disorders had not previously been taught at CORE, nor had approval for certification in these two areas been previously requested, it was also necessary to present a self-study to the West Virginia State Department of Education. Also, the National Council for Accreditation of Teacher Education (NCATE) self-study was required.

The first self-study was begun for the West Virginia Department of Education. The major work on this was done in November and December, with the faculty meeting full and half days in brainstorming and planning sessions. At the same time the NCATE document was used as a guide in all this self-study process. As soon as a preliminary study was completed it was presented to the Department of Education personnel in a joint meeting, and reaction was elicited from them. All concerns and questions were noted, and were resolved in the following departmental work sessions.

In the self-study process other departments within the Division of Behavioral Studies were called upon for input and advice. Teachers and administrators in the field were asked for their opinions and recommendations. Students in the programs were given briefings on progress, and asked for their input. Visitors to the Department were asked to critique the program, and offer advice. (Most visitors were from out-of-state and offered a somewhat different point of view that was most helpful.) Two consultants to the reading program also spent time with the faculty in special education to give input from that area. And, Dr. Milton Grodsky, Academic Vice President was kept informed of progress,

and asked to critically evaluate the total self-study at various stages of development.

The self-study was presented to the West Virginia Department of Education and their evaluation team, on March 19, 1974. Approval by them at the certification level has been granted for the next four years (the maximum number allowed, and indicates full program approval).

At the same time the self-study for NCATE was being undertaken, with data gathered for both studies. The results are located in this document.

On the basis of the two self-studies the following broad guidelines resulted, and serve as a framework for the total program development and self-study document.

(1) The orientation in the three areas of mental retardation, specific learning disabilities, and behavioral disorders is that of a diagnostic-prescriptive teaching format which lends itself to the transitional state of the arts. Further, the need for educating teachers in the latter two areas is especially great both locally and nationally, and the need for teachers of the mentally retarded will remain high for some time to come. This is especially true since special education is, by law, mandatory within the State of West Virginia as of July 1, 1974.

(2) The sequence of courses are developed so that students in all three specialized areas take the same course work where commonalities are evident, yet branch into the specific areas as they relate to each category of children. This allows for in depth study of one area of speciality, yet also allows for cross-fertilization of areas by placing students with different interests into the program where commonality occurs.

(3) All students entering the program take the Graduate Record Examination (GRE) to help the faculty and students determine entry level of functioning ability in both verbal and quantitative areas. This assures better individualized

planning of courses for students by having such data available before the coursework is started.

(4) All students take an entry evaluation in the area of general knowledge in the field of special education in order to help develop the most meaningful program with a minimum amount of redundant course work. Those entering from outside the field of elementary education, must take an academic skills evaluation (National Teachers Examination) in order to determine knowledge in the areas that are prerequisite to coursework in special education. They include arithmetic, art, health and physical education language arts, music science and social studies. Any weaknesses must be remedied by appropriate course work.

(5) All students who are pursuing a master's degree may develop a program that meets their needs by electing to pursue an area of concentration outside the field of special education. Presently this includes remedial reading, early childhood education, or supervision of special education. This will be most helpful in the field that is presently transitional in nature. Students can develop skills in areas closely related to special education, but at the present time are separated. However, as the transition continues in all probability there will be a very close meshing of special education and remedial reading, early childhood and supervision. Students who elect such concentrations should be in a prime position to take advantage of such transitions.

(6) Research is built throughout the coursework in terms of both library research, and research relating to the courses. Because of this emphasis, as the field becomes more specialized and more scientific, students who have a working knowledge of research, its strengths and limitations, will also be in a better position to assume leadership roles in the public schools of of the state.

As the program is relatively new within the College of Graduate Studies, there has been little precedence set. Thus, because of the flexibility of the program built upon a transitional state of the field, it will be very easy to make the necessary changes as data is collected through evaluations of the students in the courses, and the teachers in the field who have graduated from this program. This, then, is a program with a built in transitional factor that will allow for quick change when it is documented through the various forms of research to be conducted within the department.

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G-1. CURRICULA FOR ADVANCED PROGRAMS

G-1.1 DESIGN OF CURRICULA

Standard: Curricula for advanced programs are based on objectives reflecting the institution's conception of the professional roles for which the preparation programs are designed.

DESIGN OF THE CURRICULA

The curriculum sequence in Special Education is designed to meet the unique needs of each student. The program prepares students to become teachers of the mentally retarded, the behaviorally disordered or the specific learning disabled child. In addition, through an elective program, the student can develop a concentration of skills in remedial reading, early childhood education or special supervision. Those who elect these concentrations would normally assume roles in the schools which require such specialization. Nevertheless, most will become special education teachers in self-contained or resource rooms, or will assume supervisory roles in special education.

Each course within the Special Education Department has been developed using the following format: 1) objectives were written for the total special education program based in most part on the diagnostic-prescriptive model, and in conjunction with the objectives of the West Virginia State Department of Education, the teacher-certification agency; 2) program objectives were generated from the broad objectives; 3) course objectives were then developed consistent with program objectives; and 4) course competencies were developed in line with program objectives. Once the courses were written, the total list of competencies was checked against those competencies as developed by the West Virginia State Department of Education. It was determined that the College of Graduate Studies (COGS) Department of Special Education list exceeded, in all cases, those of the state.

All students entering the program must have met the COGS general entrance requirements and those of the Special Education Department (see G-3. 1-Admission to the Advanced Program). Deficiencies must be removed before the course sequence can be begun. A typical sequence of coursework for the part-time master's candidate in special education who has no area of concentration, and must have 39 units to graduate, is listed below. All other

plans with areas of concentration, follow the same basic pattern. Only modification is made for the specialized courses.

	UNITS
FIRST SEMESTER	
Special Education in Transition	3
* Block A Elective	3
SECOND SEMESTER	
Characteristics of the Individual with Mental retardation, behavioral disorders, or specific learning disabilities	3
	3
* Block A Elective	3
FIRST SUMMER SESSION	
Selection and Development of Special Education Materials	3
Educational Research	3
SECOND SUMMER SESSION	
Diagnosis and Remediation of the Cognitive Aspects of Exceptional Children	3
* Block B Elective	3
THIRD SEMESTER	
Diagnosis and Remediation of the Affective Aspects of Exceptional Children	3
Seminar	3
FOURTH SEMESTER	
Problem Solving	3
* Block B Elective	3
THIRD SUMMER SESSION	
Practicum/Internship	3
	39

* See Gl.4 - Individualization of Program Study for complete listing of elective courses.

The program is designed to offer the student a highly individualized sequence of courses within the department and college. There is room for approved electives. Also, students must take six units of electives with the Department of Instructional Development. These include any two of the following nine courses: Child Psychology, Physiological Psychology, Social Psychology, Language and Communication, Psychology of Learning, Perception, Cognition, Child Development Seminar, or advanced Adolescent Psychology. The philosophy of the Department of Special Education is that students preparing to teach handicapped children must be knowledgeable in the theory of growth and development of normal children. The above courses all deal with the normal individual, and give the student a framework by which to gauge exceptionality. The two courses to be chosen are at the discretion of the student and the advisor, and are taken very early in the course sequences (Listed as Block A Electives). Choice will be based on background, professional experiences and future professional goals.

Other approved electives can be taken through additional coursework in special education, counseling and guidance, social work, psychology and sociology. Again, these are chosen by the student and advisor, as based upon student needs and professional goals.

The major objective of the fifteen (15) hour core in Special Education is to give the students both theoretical and practical aspects as related to the total education of the handicapped child. The initial course, Special Education in Transition (Sp. Ed. 500) covers both the traditional and contemporary issues as related to the general field of handicapped conditions, plus the area of the gifted. The main thrust of the course is to give the students a working knowledge of all exceptionalities, with special emphasis on definitions, terminology, prevalence figures, identification procedures and educational programming.

Concurrent with the above courses, or immediately following, the student will take one of the three courses dealing with characteristics of the mentally retarded, behaviorally disordered, or specific learning disabled. The course is designed so that the student will do an in depth analysis of the characteristics of the specific child through the review of the literature. Concentration will be given to definitions, while characteristics will center around the medical, intellectual, psychological, social and educational variables.

Selection and Development of Materials (Sp. Ed. 611) follows or is concurrent with the above course. The emphasis is upon the many materials in the field of special education, both commercially produced and teacher made. The Instructional Materials Center serves as the physical location for the course, and time is spent in evaluating various materials and their usefulness to the various categories of handicapped students. Time is also given to the development of materials that meet specialized needs and that cannot be found commercially. This course also serves as the foundation for the following two courses in diagnosis and remediation, where a thorough knowledge of the materials in the field is paramount to success in the actual remediation of deficit areas.

All master's candidates must take a basic course in educational research, as taught by the Department of Instructional Development. Up to this point, students have been exposed in each class to some form of research and writing. Such a component exists within each course requiring students to write book reviews in the initial stages and proceed to write small research papers and then larger ones. Here students are given specific skills in writing problem statements, constructing plans that identify population samples, types of and numbers of measuring instruments, and statistical techniques. Time is spent in developing a format and assessing the cost of the project. This gives the students the ability to both read and write research quite early in the program.

Diagnosis and remediation of the cognitive and affective aspects of exceptional children are each four-hour courses (Sp. Ed. 550 and 551). In both courses the students learn how to administer and interpret appropriate standardized and informal tests, and how to translate that data into educational programs using the paradigm of diagnosis-interpretation-prescription writing and implementation. Thus, a diagnostic prescriptive model is introduced and through the integrated courses and related field laboratory experiences, students do actual diagnosis and remediation of school children under the supervision of COGS faculty in both the cognitive and affective areas. The courses are not sectioned out into the specialities of mental retardation, behavioral disorders, or specific learning disabilities. Students have the opportunity to look at, and work with, children in a variety of categorical classifications. At the same time, the majority of their experiences can be within an area of specialization. This better prepares students for real-life teaching experiences in which they will be assigned to children who normally have multiple handicaps, such as learning disabled children with behavioral disorders.

Two final academic courses are required of all candidates and must be taken sequentially in the last two semesters. The first is a seminar in which an analysis of the literature of the field is done, followed by a delineation of a topic for intensive study. Included within this semester is the development of the review of the literature and the research design or curriculum proposal.

The problem solving course is the last of the series and one in which the student prepares the paper, or produces the product in conjunction with the course. Research is presented and other students in the class are asked to critique it, make recommendations and give evaluations. A time-line for completion is developed and accepted by the professor in charge.

Once the paper is completed and acceptable, it is presented orally to the faculty, fellow students, and any other interested professional in the field. A typed copy is filed in the Department of Special Education and in the student's permanent record file.

A student, whose program includes a thesis rather than a problem-solving course, shall select his major professor with the Departmental Chairman's approval. The student and professor will select a committee of three faculty members. The major professor will chair, one will be from the student's major department, and at least one from an outside department. Six units of credit will be given for the thesis production, and no course in problem-solving will be required.

The internship/practicum experiences normally will come at the end of the total college experience. It will serve as a culminating activity. Students enroll in a full semester, or a summer session program which is both a laboratory and seminar experience. Students demonstrate the ability to diagnose, prescribe, and to remediate. Teaching ability is demonstrated to the supervising teachers and college faculty through actual classroom instruction. Team work, use of Instructional Materials Center, innovative approaches, classroom organization, and use of audio-visual methods are also observed.

As mentioned previously, students in the masters program who so elect may develop an area of concentration in addition to their specialization in special education. Those desiring a reading concentration will take an additional nine units in a block that consists of diagnosis and remediation of reading disabilities, remedial and corrective reading, and problems in clinical reading. They will have opportunities in testing, diagnosing, prescribing and remediating children with rather severe reading problems. Through this concentration, students will become quite adept at working with children in their special classes who evidence reading disabilities and related problems.

Students may also take a concentration in early childhood education. Approved electives will be taken in language and communication, psychology of learning, and a child development seminar, plus three courses in early childhood education and clinical experiences. If students in special education hold an elementary certification, they may obtain endorsements in the area of special education and early childhood education upon completion of this concentration and the special education master's program.

A third area of concentration is that of special education supervision. Students must complete a psychology of learning course, and courses in educational administration that deal with public school administration and organization, staff personnel administration, principles of supervision, philosophy of education, and the school curriculum. For completion of the requirements for certification in administration, students must take an internship for one school year in a local school district under the direct supervision of the College of Graduate Studies. This one year requirement in no way restricts the awarding of the master's degree and certification in special education upon the completion of the required coursework.

In summary, students who matriculate through the program will have had coursework in the general area of special education, in an area of concentration, in diagnosis and remediation of cognitive and affective areas, and internship/practicum, and will have been given the opportunity to develop an area of concentration outside the field of special education. In addition all students will have reviewed in depth a topic in the field produced a document for product, and will have defended this before a group of peers and fellow professionals. All students will have had a large amount of experiences under controlled situations with a variety of handicapped children. And most of all, the students will, to a great degree, have had the freedom to develop at

least one-third of their program to meet specific needs or professional goals.

Objectives

The objectives of the program in special education have been developed as a result of a total departmental committment to a diagnostic-prescriptive model to be used in all three categorical programs at the post-bachelor's level. In addition to this, the program has the objective of providing the students with a knowledge of a wide variety of delivery services presently used, and those that are anticipated will be used in the near future.

These general program objectives are listed below.

1. To provide educational opportunities for the students at the post-bachelor's and master's level to become teachers of exceptional children in one of the three categories of mental retardation, specific learning disabilities, or behavioral disorders. (Teachers may come to the program with a background in regular education or from outside the field.)

2. To provide educational opportunities for the students in the diagnostic-prescriptive model in which, as special education teachers, they will do most of their work in intensive educational assessment, including the determination and implementation of effective intervention (a test-teach-test model).

3. To provide the students with different models of delivery for handicapped children, such as mainstreaming, resource room, self-contained room, or consultants, which they can utilize as special education teachers.

In order to maintain consistency with the program objectives that have been set forth by the West Virginia Board of Education after the course sequences were developed and the courses completed for each sequence, the following procedures were employed. The complete sequence was written up. Next, all courses in each categorical area, and those that cut across areas were checked against those objectives as developed by the Board of Education. In almost every instance the departmental objectives exceeded the standards.

If there were objectives that had been overlooked, these were then included in the proper course, and sequenced at the proper place. Each course is included within the next section, in which objectives are discussed. The model followed by this department was the development of general program objectives, which have been listed in the first part of this section. Objectives were then developed for each course in the required sequences at both the certification and master's level. Finally, competencies were developed for each course. These course objectives are listed below:

The student will be able to:

1. Examine the traditional and contemporary practices in special education, using the terminology of the field, and will be able to list and describe the characteristics of each group of exceptional children in light of historical, environmental, educational, cultural, legal and political conditions.

2. Demonstrate verbally and in writing an understanding of the purposes and values of each of the diagnostic tests, both standarized and criterion referenced in both the cognitive and affective areas, including both positive and negative aspects, administering, scoring, recording, and profiling.

3. Develop cognitive and affective diagnostic hypotheses for each child, translate the data into educational programming by selecting materials from various sources or making materials that meet the teaching objective, and determine particular methodology with long and short term goals, using behavioral objective terminology.

4. Plan and develop a total teaching environment that promotes effective learning through flexible scheduling, a variety of administrative arrangements, the use of the pre-and-post test model, and teaching regular classroom teachers to screen and evaluate students before they are referred for in depth evaluation.

5. Define the areas of mental retardation, behavioral disorders, or specific learning disabilities, according to authorities in the field, by listing and elaborating on the various characteristics that separate children in the chosen field from others who are similar, and by translation of the characteristics into educationally relevant procedures.

6. Demonstrate through a student teaching assignment the ability to:

   a. Diagnose using group and individual standardized criterion reference tests in both the affective and cognitive areas.

b. Write initial prescriptions based on data collected, with needed adjustments being made through the use of the test-teach-test model, planning, organization, behavioral objectives, curriculum development, materials selection and development, and intervention and reinforcement procedures when appropriate.

c. Show ability to work in a team; to use the SEIMC resources; to develop innovation in teaching approaches; to organize physical environments for maximum learning; and to use audio-visual materials effectively.

*7. Read and separate statistically sound research and translate the findings to specific problems in special education by developing a thorough knowledge of the literature in the field and in the area of concentration, and by the demonstration of the ability to apply theoretical beliefs in a practical classroom situation.

*8. Write a research proposal that contains all the necessary data, by delineating a specific problem area, and using professional journals and materials as tools.

*9. Carry out a specific study or produce an instructional material in the area of concentration, and defend the study or product orally before fellow students, faculty and other professionals.

Generally the Department of Special Education objectives exceed those set forth by the West Virginia Board of Education. Two courses, educational psychology and child development are required prerequisites. Also, any basic skill area deficits must be made up in addition to the required amount of hours. Further, a large amount of field experiences are required in most courses with practical experiences bolstering the theoretical concepts. The program, as proposed, gives the students comprehensive understanding of both the general field of special education and of the area of concentration. This is important because of the nature of most handicapping conditions. There is rarely a handicapped child who does not have related problems. Thus, if students can have exposure to at least one or two other general categories of exceptional children, this will allow for better classroom management. This program allows for that, for eight hours of coursework combines all three categories.

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* Emphasized at the master's level

This should carry over to the field with cross fertilization of ideas and methods between and among special education categories and regular education.

Presently the students in the department are made aware of the program goals and course objectives through the course syllabi. Each student who comes in for initial advisement also discusses the program goals with the faculty advisor, and all questions are answered at that time. The Department of Special Education has plans to develop a student handbook which lists the program objectives, admissions requirements, the course sequences, electives, and general information. It will be available to all persons who enter the program, and should be a guide book throughout the coursework.

Competencies

The competencies listed in each course in this section reflect directly the program objectives as approved by the West Virginia Board of Education. When the faculty had completed the course writing and sequencing of all courses, the objectives were then checked against those approved by the Board of Education. In case of any discrepancy, the faculty of the Special Education Department worked together to remedy the situation. In many cases it was merely a difference in terminology, and could be quickly solved by the shifting of words, or the clarification of terms. When all the objectives had been compared, those that had not been included by the staff were rechecked, and decisions made as to what course they were most directly related. It was determined where to include them within the course, and how to incorporate them into the course outline and requirements. It might be added, there were very few objectives that had been overlooked by the staff. In most instances, the Department of Special Education requirements far exceeded the minimum requirements set forth by the West Virginia Board of Education.

Priorities were determined on the basis of sequencing courses. The courses, like the competencies, are designed to follow each other in sequential order. Thus, priorities resulted from the basic competencies being included in the first course, and the most refined, or highest level, being included in the last courses in the sequence.

All the faculty members in the Department of Special Education worked as a team in course and sequence development. Throughout the Fall Semester, 1973, half-days and whole day periods of time were set aside to develop the rationale for the program, to begin sequencing courses and content and to write objectives and competencies. Each faculty member has at least one area of expertise. Responsibilities for a course, or courses, in the specific area were then assigned to that person. (For example, the person whose expertise is specific learning disabilities and assessment was responsible for those courses, while the person with expertise in methods and materials worked on that sequence.) The courses were written, the course objectives and competencies set forth, and sequenced. They were then returned to the Special Education faculty as a whole to react, make recommendations for change, or accept. The total course sequence in Special Education was written in this manner. Thus, although each program area had one person specifically assigned to it, all members gave input. Courses that cut across program areas had input from all members from the initial stage through completion.

Levels of competency to be achieved and the conditions for achieving them in each course is basically the responsibility of the faculty member in charge. Each syllabus, when presented to the student, contains the criteria for obtaining letter grades of "A" or "B". Any grade below that is considered unacceptable within the Department. All conditions of achievement are also spelled out in each course. Generally, all the course requirements (competencies) must be completed at a high level, in order for the student to receive an "A" for the course.

Students enrolled in the Special Education program must take the Graduate Record Examination upon admission, and must meet the established cut-off. If they make a minimum score on that test, then they will receive guidance and assistance to help them improve either verbally or quantitatively through additional coursework, or individual study. Students who enter from outside the field of education must take a basic skills evaluation. Evidence of lack of knowledge in any area must be remedied through coursework taken either at the College of Graduate Studies, or other accredited institutions. In addition, students must meet prerequisite requirements in child development and educational psychology.

If, when students receive initial advising, there is evidence of comparable coursework already completed in the special education sequence, they will be allowed to take other courses in place of the required courses. If there is some doubt, the faculty will measure the individual student on the competencies required within the specific course.

Students in the masters sequence have a limited number of approved electives they can take. The list is rather extensive, and cuts across all the departments within the Behavioral Studies Division. If a course is not listed, yet the student has a logical and sound reason for taking it, permission will be granted by the Departmental Chairman. At the master's level, approximately one-third of the 36 units are elective in nature, and should allow each student the freedom to develop a unique degree plan that meets both his needs and interests. Both the credential and master degree sequences are listed on the following pages, with the number of electives allowed for the masters.

The courses in the required sequence are listed in the following section. All follow the same format, and contain: 1) a description; 2) class size; 3) contact hours; 4) course objectives; 5) course competencies; 6) course outline; 7) class requirements; 8) grading; and 9) bibliography. All other

syllabi for courses taught in the Department of Special Education are on file in the Office of the Dean, Division of Behavioral Studies and are available for examination by any interested person.

CERTIFICATION REQUIREMENTS

G-1.2 CONTENT OF CURRICULA

Standard: The curriculum of each advanced program includes (a) content for the specialty, (b) humanistic and behavioral studies, (c) theory relevant to the specialty with direct and simulated experiences in professional practice, all appropriate to the professional roles for which candidates are being prepared and all differentiated by degree or certificate level.

SPECIAL EDUCATION
CERTIFICATION

Mental Retardation	18 hours
Special Education in Transition	3
Characteristics of Individuals with Mental Retardation	3
Selection and Development of Special Education Materials	3
Diagnosis and Remediation of the Cognitive Aspects of the Exceptional Child	3
Diagnosis and Remediation of the Affective Aspects of the Exceptional Child	3
Practicum in Mental Retardation	3

Behavioral Disorders	18 hours
Special Education in Transistion	3
Characteristics of Individuals with Behavioral Disorders	3
Selection and Development of Special Education Materials	3
Diagnosis and Remediation of the Cognitive Aspects of the Exceptional Child	3
Diagnosis and Remediation of the Affective Aspects of the Exceptional Child	3
Practicum in Behavioral Disorders	

Specific Learning Disabilities	21 hours
Special Education in Transition	3
Characteristics of Individuals with Specific Learning Disabilities	3
Selection and Development of Special Education Materials	3
Diagnosis and Remediation of the Cognitive Aspects of the Exceptional Child	3
Diagnosis and Remediation of the Affective Aspects of the Exceptional Child	3
Practicum in Specific Learning Disabilities	3
Diagnosis of Reading Disabilities	3

MASTER'S REQUIREMENTS

MASTER'S DEGREE SPECIAL EDUCATION
NO CONCENTRATION

	Credits
Special Education in Transition	3
Introduction to Educational Research	3
Characteristics of Individuals with Mental Retardation or Behavioral Disorders or Specific Learning Disabilities	3
Selection and Development of Special Education Materials	3
Diagnosis and Remediation of the Cognitive Aspects of the Exceptional Child	3
Diagnosis and Remediation of the Affective Aspects of the Exceptional Child	3
Internship/Practicum Mental Retardation or Behavioral Disorders or Specific Learning Disabilities	3
Seminar	3
Problem Solving	3
	27
Electives	
Block A	6
Block B, C, or D	6
	39

MASTER'S DEGREE SPECIAL EDUCATION
CONCENTRATION IN READING

	Credits
Special Education in Transition	3
Introduction to Educational Research	3
Characteristics of Individuals with Mental Retardation or Behavioral Disorders or Specific Learning Disabilities	3
Selection and Development of Special Education Materials	3
Diagnosis and Remediation of the Cognitive Aspects of the Exceptional Child	3
Diagnosis and Remediation of the Affective Aspects of the Exceptional Child	3
Internship/Practicum Mental Retardation or Behavioral Disorders or Specific Learning Disabilities	3
Seminar	3
Problem Solving	3
Electives - Block A	6
Reading Concentration	
Diagnosis of Reading Disabilities	3
Remedial and Corrective Reading	3
Problems in Clinical Reading	3
	42

MASTER'S DEGREE SPECIAL EDUCATION
CONCENTRATION IN SPECIAL SUPERVISION

	Credits
Special Education in Transition	3
Introduction to Educational Research	3
Characteristics of Individual with Mental Retardation or Behavioral Disorders or Specific Learning Disabilities	3
Selection and Development of Materials	3
Diagnosis and Remediation of the Cognitive Aspects of the Exceptional Child	3
Diagnosis and Remediation of the Affective Aspects of the Exceptional Child	3
Internship/Practicum Mental Retardation or Behavioral Disorders or Specific Learning Disabilities	3
Seminar	3
Problem Solving	3
	27
Electives Block A (Psychology of Learning is required)	6
Public School Organization and Administration	3
Staff Personnel Administration	3
Principles of Supervision	3
Philosophy of Education	3
The School Curriculum	3
	48

MASTER'S DEGREE SPECIAL EDUCATION
CONCENTRATION IN EARLY CHILDHOOD EDUCATION

	Credits
Special Education in Transition	3
Introduction to Educational Research	3
Characteristics of Individuals with Mental Retardation or Behavioral Disorders or Specific Learning Disabilities	3
Selection and Development of Special Education Materials	3
Diagnosis and Remediation of the Cognitive Aspects of the Exceptional Child	3
Diagnosis and Remediation of the Affective Aspects of the Exceptional Child	3
Internship/Practicum Mental Retardation or Behavioral Disorders or Specific Learning Disabilities	3
Seminar	3
Problem Solving	3
	27
Block A Electives	
Language and Communication	3
Psychology of Learning	3
Child Development Seminar	3
Early Childhood Concentration	
Early Childhood I	3
Early Childhood II	3
Clinical Experience - Early Childhood	3
	45

SPECIAL EDUCATION 500
SPECIAL EDUCATION IN TRANSITION

DESCRIPTION

Introduction to the contemporary problems in special education, the traditional and contemporary classifications, and the characteristics of exceptional children.

Limited to 25 students per section 3 credit hours

1 Hour - TV Lecture
2 Hour - Discussion

COURSE OBJECTIVES

1. To expose the student to the contemporary problems, particularly in educational settings, in special education.

2. To help the student concentrate on the main differences between special education and general education.

3. To help the student understand the educationally relevant classifications of exceptional children.

4. To expose the student to the characteristics of each group of exceptional children with the primary focus on the specific learning patterns of these individuals.

COURSE COMPETENCIES

Upon completion of the course, the student will be able to:

1. List and describe the characteristics of each group of exceptional children.

2. Define the special learning needs of exceptional children.

3. Examine and criticize or defend traditional and contemporary practices in this field of education.

4. Describe the contemporary place of special education within general education.

5. Begin to develop the ability to write graduate papers.

INTRODUCTION TO COURSE SEQUENCE

Marshall McLuhan has remarked that the MEDIA IS THE MESSAGE. Educational television is our major contemporary media for getting knowledge to an unlimited number of students. It is the most modern means of communication that the average person is acquainted with and includes both visual and vocal content to the program.

If used properly, educational television can serve as an excellent media for this survey course in special education by:

1. Allowing the experts in the TV media to help make this overall information more meaningful and sophisticated.

2. Allowing a larger number of experts in this special education field to participate in the course.

3. Allowing the handicapped individual to be seen as a real person.

4. Allowing more problems of the handicapped to be covered.

5. Allowing more people, professionals who work with the handicapped, and parents and siblings who live with the handicapped individual, to present the realistic views of such relationships.

6. Allowing the handicapped individuals to express themselves.

7. Allowing visual means of showing the major differences and agreements between special education and general education, both in the traditional and contemporary sense.

Each television program will be for one hour. This will be followed by an hour of discussions. Prior to each television showing, there will be an assigned reading and suggested reading list. Graduate students will be required to complete class projects or term papers.

Format for presentations of the TV sessions will be worked on in close cooperation with the staff from WMUL so as to make the best overall presentation of each topic. Expertise in direction, programming, and staging will be a major input from the WMUL staff along with a great deal of technical assistance.

It is hoped that this series can be developed in conjunction with, and will be used by staff and students at Marshall University, West Virginia State College, Morris Harvey College, and Bluefield and Concord Colleges.

REQUIREMENTS

1. The students will attend all class sessions, and participate in all discussion groups.

2. The students will make three book reports. Any book listed in the bibliography can be used. Otherwise, prior approval must be given by the instructor.

3. Each student must administer the attitude scale toward exceptional children, as developed by Cruickshank and Harring, to two groups of 10 people each. One group will be teachers, and the other a group of non-teachers. A brief review of the literature of attitudes toward the exceptional child must preceed the results from the attitude scale. Use APA style, and type in good form.

4. There will be a multiple choice and essay mid-term and final examination.

GRADING

Grades will be determined on the basis of the following:

Mid Term	25%
Final	25%
Attitude Scale	35%
Book Reports (5% for each report)	15%

TELEVISION PROGRAMS

SESSION ONE: AN OVERVIEW

1. Definitions of exceptional children--traditional and contemporary
2. Classifications of exceptional children--traditional and contemporary
3. Factors influencing special education placement:
   a) Research Findings
   b) Court Cases
4. Administrative plans
5. Emerging dimensions

SESSION TWO: CAUSATIONS OF HANDICAPPING CONDITIONS

1. Pathological
2. Biological
3. Environmental deprivation
4. Interaction hypothesis
5. Psychological testing

SESSION THREE: THE EDUCABLE MENTALLY RETARDED

1. Definition and terminology
2. Characteristics
3. Special education provisions
4. Interviewing the EMR and the family
5. Interviewing special education EMR teacher

SESSION FOUR: THE TRAINABLE MENTALLY RETARDED

1. Definitions and terminology
2. Characteristics
3. Special education provisions
4. Interviewing of the family members
5. Sheltered workshop settings

SESSION FIVE: MAJOR SPECIFIC LEARNING DISABILITIES

1. Definitions and terminology
2. Basic diagnostic remediation processes
3. Demonstration of above
4. Organizational plans

SESSION SIX: BEHAVIORAL DISABILITIES

1. Definitions and terminology
2. Causation
3. Special education services
4. Emerging trends
5. Interviews and demonstrations

SESSION SEVEN: SUPERIOR COGNITIVE ABILITIES

1. Definitions and terminology
2. Identification
3. Characteristics
4. Interviews
5. Description of special education planning for this group

SESSION EIGHT: ORAL COMMUNICATION DISABILITIES

1. Definitions and terminology
2. Classifications
3. Demonstrations of speech problems
4. Remedial procedures
5. Suggestions for teachers and parents

SESSION NINE: HEARING PROBLEMS - HEARING DISABILITIES

1. Definitions and terminology
2. Classifications
3. Demonstrations of hearing problems
4. Characteristics
5. Educational programs
6. Interviews with deaf children

SESSION TEN: VISUAL DISABILITIES

1. Definitions and terminology
2. Classifications
3. Types of visual problems
4. Educational programs
5. Demonstrations of working with visual handicapped pupils

SESSION ELEVEN: CRIPPLING AND HEALTH DISABILITIES

1. Definitions and terminology
2. Classification
3. Interviews with several physically handicapped persons
4. Educational settings

SESSION TWELVE: FAMILY INVOLVEMENT

1. Parent reaction and expectations
2. Family limitations
3. Future hopes

I. CONTEMPORARY ISSUES

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II. ADMINISTRATION

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III. MENTALLY RETARDED

Barsch, R. H. The Parent of the Handicapped Child. Springfield, Illinois: Thomas, 1968.

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IV. GIFTED-CREATIVITY

Durr, W. K. The Gifted Student. New York: Oxford University Press, 1964.

Getzels, J. W. Creativity and Intelligence. New York: Wiley, 1962.

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Torrance, E. P. Guiding Creative Talent. Englewood Cliffs, N. J.: Prentice-Hall, 1962.

V. BEHAVIORAL DISORDERS

Becker, W. C. Parents are Teachers. Champaign, Illinois: Research Press Company, 1971.

Charnofsky, S. Educating the Powerless. Belmont, California: Wadsworth Publishing Company, 1971.

Fargo, G. A. Behavior Modification in the Classroom. Belmont, California: Wadsworth Publishing Company, 1970.

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SPECIAL EDUCATION 501
CHARACTERISTICS OF CHILDREN WITH MENTAL RETARDATION

DESCRIPTION

Characteristics of the mentally retarded and the educational planning, family needs, and contemporary issues in preparing programs for this particular type of handicapped individual.

Limited to 20 students — 3 Credit Hours

1½ Hour - Lecture
1 Hour - Field Laboratory Experiences

PREREQUISITE

Special Education 500 or Concurrent

COURSE OBJECTIVES

The objectives of this course are:

1. To help the student to bring together the various definitions presently in use, especially those in medicine and education, so that a workable and useful definition will emerge that is directly related to classroom teaching.

2. To help the student determine the various characteristics of the mentally retarded child, especially as they relate to and deviate from those of the normal child within the school and societal setting.

3. To help the student, through reviews of the literature, to determine the state of the research as it relates to the characteristics of the mentally retarded child, not only in school, but in the family, community, and society at large.

4. To help the student to do educational planning, based upon the determined characteristics, from pre-school through secondary.

5. To help the student to develop initial guidelines that will aid in the screening of the mentally retarded child from normal children and from other handicapped children within the regular classroom.

COURSE COMPETENCIES

Upon completion of the course, the student will be able to:

1. Define the areas of mental retardation according to selected authorities in the field, such as Doll, the American Association on Mental Deficiency, and Heber.

2. List and elaborate on the various characteristics (physical, intellectual, academic, personal, social, and occupational) that separate out the mentally retarded children from other children within the classroom setting.

3. Prepare educational programs for the education of the educable mentally retarded child at various levels of training.

4. Demonstrate a knowledge, verbally or in writing, of the expectations of the families of this type of individual.

5. Display a knowledge of the contemporary issues concerned with preparing programs for the educable mentally retarded.

COURSE OUTLINE

I. Definitions

- A. Educational
- B. American Association on Mental Deficiency
- C. Doll
- D. Heber

II. Characteristics

- A. Physical
- B. Intellectual
- C. Academic
- D. Personal and Social
- E. Occupational

III. Educational Planning

- A. Pre-school
- B. Elementary
- C. Intermediate
- D. Secondary

IV. Family and Community Involvement

- A. Parental Attitudes and Expectations
- B. Sibling Attitudes and Expectations
- C. Community Acceptance
- D. Community Placement

V. Contemporary Issues

- A. Benefits of Special Education Programs
- B. Alternate Types of Programs
- C. Post-School Programs

REQUIREMENTS

1. The student will choose a child who has been identified as mentally retarded, and who is in a public school program, either in a self contained or mainstreamed classroom. Through observation, over a two-to-three day period of time, those characteristics that seem to have the greatest amount of consistency will be recorded, and presented to the class. This must be completed during the first week of class.

2. The student will prepare two "mini" papers, on two of the five topics to be discussed during the semester. The term paper will follow APA style, and will contain at least fifteen references from a variety of sources in the field of mental retardation. It should not exceed 10-15 pages in length, and must be properly edited, have presentable format, and duplicated for other class members.

3. The student will keep on-going educational evaluations of the child chosen in #1 above. On the basis of the evaluation, a final paper will be completed that will discuss the proper educational program, as based on the information gained in the class.

4. The student will visit the family of the child in #1 above, and will write a brief report of the family and community reaction to the child, especially in regard to acceptance and expectation. This paper will be presented directly to the instructor, and will not be distributed to the class.

GRADING

If a student plans to receive an "A" for the course, all the above items must be completed at a high level of excellence. If opting for a "B" only, #3 may be omitted. Periodic evaluation between the student and instructor will be held throughout the semester. If work falls below a "B" the student will be asked to drop the course or take an "I" (incomplete), and finish the work as a part of a joint agreement between instructor and the student.

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Smith, R. M. Clinical teaching: Methods of instruction for the retarded. New York: McGraw-Hill, 1968.

SPECIAL EDUCATION 503
CHARACTERISTICS OF CHILDREN WITH BEHAVIORAL DISORDERS

DESCRIPTION

An examination of different approaches to define, classify, and identify children who are bhaviorally disordered and suggest various methods of educational treatment.

Limited to 20 students 3 credit hours

1½ Hour - Lecture
1 Hour - Field Laboratory Experiences

PREREQUISITE

Special Education 500 or Concurrent

COURSE OBJECTIVES

The objectives of this course are:

1. To help the student develop a definition of behavioral disorders that is suitable in the educational setting.

2. To help the student develop guidelines to determine characteristics of students suspected to be classified as behaviorally disordered.

3. To help the student understand and construct various curriculum and instructional approaches to use with behaviorally disordered individuals.

COURSE COMPETENCIES

Upon completion of the course, the student will be able to:

1. Define the term behavioral disorders as defined by various authorities in the field of special education.

2. Understand the causes of behavioral disabilities, especially from biological, psychological, and environmental facotrs.

3. Look at various approaches to determine if a child shows signs of behavioral disorders.

4. Analyze, summarize, and profile a child's behavioral patterns by means of case studies.

5. Show an understanding of the various educational programs to be used with behavioral disordered individuals.

6. Prepare clinical prescriptive teaching techniques for each child.

COURSE OUTLINE

I. Definitions and Classifications

A. Traditional Concepts
B. Contemporary Concepts

II. Perspective and Identification Processes

A. Prediction
B. Initial Screening
C. Diagnosis

III. Prevalence

A. Behavioral Disability
B. Juvenile Delinquency

IV. Etiological Factors

A. Biological
B. Psychological and Environmental
C. Juvenile Delinquency
D. Drugs and Maladaptive Behavior

V. Curricular and Instructional Approaches

A. Psychodynamic
B. Behavior Deficit
C. Behavior Modification
D. Ecological

VI. Emerging Trends

A. Legal Decisions
B. Child Advocacy Programs
C. Legislation

REQUIREMENTS

1. The student will choose a child in a public school who is either in a self-contained room, or who has been mainstreamed into the regular program, and who has been identified as having behavioral disorders. Over a two-to-three day period of time the student will be observed and the most prominent characteristics will be behaviorally recorded and presented to the class. This must be done during the first week of class.

2. The student will prepare "mini" papers on two of the six topics to be discussed during the semester. During the discussion of that topic, the student will serve as a consultant to the class. The paper will follow APA style and will contain at least 15 references from a variety of sources in the field of behavioral disorders. It should not exceed 10-15 pages in length, and must be properly edited and have acceptable format. It will be duplicated for other class members.

3. An on-going evaluation in the form of a simple case study will be prepared on the above child. An analysis of the child's behavioral patterns will also be included. Within the study will be at least two clinical prescriptive techniques that have been worked out for the child.

4. Prepare for inplementation in minimum of one educational curricula for the child chosen in this course. A recommended program must include behavioral objectives, and an analysis of the tasks must be made. One subject matter, or skill area should be chosen so as to make more manageable the task.

GRADING

If a student plans to receive an "A" for this course, all the above items must be completed at a high level of excellence. If opting for a grade of "B" only, item #4 may be omitted. Periodic evaluations will be made throughout the semester and any child falling below the "B" level of work will be asked to drop the course, or take an "I" and complete all deficit work on a contract basis during the following semester.

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Quay, H. C. Children's behavior disorders: Selected readings. New York: Van Nostrand Reinhold Co., 1968.

SPECIAL EDUCATION 504
CHARACTERISTICS OF CHILDREN WITH SPECIFIC LEARNING DISABILITIES

DESCRIPTION

An introduction to individuals who have specific learning disabilities for diverse reasons and show signs of developmental discrepancies related to academic skills.

Limited to 20 students 3 credit hours

1½ Hour - Lecture
1 Hour - Field Laboratory Experiences

PREREQUISITE

Special Education 500 or Concurrent

COURSE OBJECTIVES

The objectives of this course are:

1. To help the student to bring together the many definitions of learning disabilities into one that is operationally defined and that can be used by the student in his teaching assignments.

2. To help the student to determine the characteristics (including etiology and taxonomy) of children with mild, moderate, and severe learning disabilities.

3. To help the student, through a review of the literature of the field, to determine the state of the field of learning disabilities as it relates to classification and characteristics.

4. To help the student develop guidelines by which to do initial screening of children suspected of having specific learning disabilities as determined by the characteristics check list.

COURSE COMPETENCIES

Upon completion of the course, the student will be able to:

1. Define the area of learning disabilities according to selected authorities in the field of special education, including Strauss, Kirk, Bateman, U. S. Office of Education, McIntosh-Dunn.

2. Bring together the various definitions of learning disabilities that are presently in existence into a more operationally defined and usable definition.

3. List and elaborate on the various characteristics (Neurological, medical, intellectual, psychological, social, environmental perceptual motor, auditory-perceptual, psycholinguistics, and

academics) that separate out the specific learning disabled child from the normal child in the school and social situation.

4. Through a detailed observation of a child suspected to be learning disabled, the student will isolate and behaviorally describe those characteristics that deviate markedly from the norm.

5. Review the literature in the field on any two of the characteristics listed in #3 and do an in-depth analysis of the research and findings to date. These findings, including a series of logical conclusions that are substantiated by the literature, will be shared with other students so that a complete review of the literature will be available to each student at the ending of the course.

6. Develop a guideline for teachers that spells out and behaviorally lists those characteristics of the learning disabled child that are of interest and useful to teachers involved in program planning for this group of children.

COURSE OUTLINE

I. Overview

A. Historical background of the field of learning disabilities
B. Present state of the field
C. Future trends

II. Definitions

A. Medical
Strauss-Lehtinen (1947)
Clements (1966)
B. Educational
Kirk (1962)
Bateman (1965)
U. S. Office of Education (1969)
Dunn-McIntosh (1973)
Emerging educational definitions

III. Characteristics

A. Medical
1. Overall medical problems that relate to learning disabilities
2. Neurological aspects related to learning disabilities
3. Hyperactivity/hypoactivity
B. Intellectual
1. Intelligence as it relates to learning disabilities
2. Intellectual definitions and their inconsistencies as related to learning disabilities
3. Problems of using intelligence as a criteria for learning disabilities

C. Psychological
   1. Overall emotional aspects
   2. Motivational aspects as related to learning disabilities
   3. Basic psychological processes as related to learning disabilities
D. Social/Environmental
   1. Home and community environment and related problems
   2. School-related problems
E. Perceptual-Motor
   1. Overall relation to neurological impairment
   2. Relationship to school success
   3. Social and psychological aspects
F. Auditory-Perceptual
   1. Various aspects of auditory, including discrimination, association, closure, and sequential memory
   2. Relationship to school success
   3. Social and Psychological aspects
G. Educational
   1. Overall picture as related to learning disabilities
   2. Reading, as related to above 7 areas
   3. Spelling, as related to above 7 areas
   4. Arithmetic, as related to above 7 areas

CLASS REQUIREMENTS

1. The student will choose a child in a public or private classroom that has either been diagnosed as learning disabled or is suspected to be so. He will be observed over a two-to-three day period. The student will then list all the observable (behaviorally written) characteristics that are found with a great degree of consistency. These findings will then be presented to the class for discussion.

2. The student will prepare two (2) "mini papers" on two of the eight topics of discussion and will serve as a team member in presentation when the above topics are discussed. The paper will follow APA style and will contain at least 15 references from a variety of sources in the field of learning disabilities. It should not exceed 10-15 pages in length and must be properly edited, have presentable format, and be duplicated for other members of the class.

3. The student will keep an on-going evaluation of the child originally chosen in #1 above and will observe the child as each of the topics are discussed, recording any observations if the characteristic is evident in the child. Final report on this section will be in typed form and critiqued by the class.

4. The students will develop a guideline for regular classroom teachers that will help enlighten them as to the characteristics of the child with specific learning disabilities. It should follow a check list format for greatest utilization and will be presented to the total class. Students may work in groups of no more than four, and one grade will be given to the total group if they elect to operate in such a manner. Each student will be asked to rate the other students as to the amount of input for a more comprehensive evaluation of student level of functioning.

GRADING

If the student plans to receive an "A" from this course, all the above four items must be completed at a high level of excellence. If opting for a grade of "B", only #3 above may be omitted. Throughout the semester there will be periodic evaluations. If at any time the student work falls below a "B" level, he will be asked to either drop the course, or take an "I" (incomplete) and finish the work as part of a joint agreement between student and instructor.

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JOURNALS

American Journal of Mental Deficiency
Exceptional Children
Journal of Educational Research
Journal of Learning Disabilities
Journal of Special Education
Mental Retardation
Psychology Today
Learning

SPECIAL EDUCATION 511
SELECTION AND DEVELOPMENT OF SPECIAL EDUCATION MATERIALS

DESCRIPTION

An in-depth study of methods and materials for educating exceptional children.

Limited to 25 students 3 credit hours

1½ Hour - Lecture
1 Hour - Field Laboratory Experiences

PREREQUISITE

Special Education 500, 501, 503, or 504 or Concurrent

COURSE OBJECTIVES

The objectives of this course are:

1. To help the student understand the various methods that have been developed that aid in educating exceptional children
2. To help the student understand when one method might be more effectively used than another for educating exceptional children.
3. To help the student learn how to do in-depth evaluations of instructional materials.
4. To help the student develop expertise in selecting instructional materials and educational media for educating exceptional children.
5. To help the student develop and present succinct lesson, using selected instructional materials.
6. To help the student learn to develop materials for improving pupil performance.

COURSE COMPETENCIES

Upon completion of this course, the student will be able to:

1. Demonstrate verbally and through writing knowledge of various instructional methods for educating exceptional children.
2. Use the theoretical framework and the description of the methods to select appropriate instructional approaches for meeting specific objectives for a child.
3. Demonstrate in writing or verbally how to systematically employ educational media and instructional materials in the task of designing instruction.

4. When presented with hypothetical profiles of children, be able to develop instructional materials which would attach some learning problems.

5. Select from a wide variety of instructional materials those appropriate for a specified outcome.

6. Using hypothetical profiles, identify and write behavioral objectives, select appropriate learning experiences and materials, and write prescriptions that are easily communicated to another teacher.

7. Modify procedures and materials to bring about desired student behavior.

8. Operate a lab session in which techniques for using methods and materials can be communicated to other students.

COURSE OUTLINE

I. Overview
   A. Characteristics of the Handicapped Learner
      1. Definition of problem areas (mental retardation, learning disabilities, behavioral disorders)
      2. Biological Correlates
      3. Psychological Correlates
      4. Environmental Correlates
      5. Developmental (Maturational Lag)

II. Types of Learning Problems
   A. Auditory
   B. Visual
   C. Motor
   D. Intellectual

III. From Evaluation to Instruction
   A. Overview of Diagnostic Teaching
   B. Never approaches to Reading
   C. An overview of Specialized Methods

IV. Materials
   A. Commercial versus Teacher-made
   B. Resources - IMC Network
      Publishers
      Federal/State/Local Resources
   C. Empirocal Study of Instructional Materials Evaluation in Special Education
      1. Evaluative criteria for materials
      2. Evaluative criteria for teachers
      3. Games to sensitize teachers in parameters of evaluation
      4. Systematic development of an evaluative form
      5. Evaluation of Instructional Materials in the COGS-SFIMC

V. Pre-Academic Methods and Materials
   A. Perceptual-Motor Systems
      1. Newell C. Kephart
      2. Elizabeth Freidus
      3. Gerald N. Getman
      4. Ray Barsch
      5. Marianne Frostig

   B. Multisensory Systems
      1. Laura Lehtinen
      2. William M. Cruickshank
      3. Grace Fernald

   C. Language Development Systems
      1. Helmer R. Myklebust
      2. Hortense Barry
      3. Mildred A. McGinnis

VI. Academic
   A. Reading
      1. Whole Word/Basal
      2. Phonics/Linguistics
      3. Programmed
      4. Language Experience
      5. Kits

   B. Math
      1. Overview (Engelman-methods; problems; new math; traditional; functions)
      2. Systems (Distar; Stern-Gould; SRA; Sullivan)
      3. Materials (Cursinaire; Math Involvement)

   C. Spelling
      1. Strategies for Teaching Spelling (Fitzgerald; Fernald-Keller)
      2. Materials

   D. Vocational Education
      1. Cook
      2. Kolstoe & Frey

VII Self-Help Skills (Social and Academic)
      A. Baumgardner
      B. Stephens
      C. Materials (DUSO: Focus)

CLASS REQUIREMENTS:

1. The students will spend a minimum of two hours in the COGS-SEIMC during the first week of the semester acquainting themselves with materials available in the SEIMC and procedures for using the IMC Network.

2. Working in groups of three, the students will sign up for two materials from a minimum of three areas and do an in-depth study of the materials.

3. A consistent format will be followed to write a description and evaluation of the materials studied and copies will be disseminated to each class member. The format will include a rationale objectives, publisher, cost, copyright date, author, for whom material can and cannot be used.

4. The groups will make an oral presentation of the materials reviewed.

5. The sub-group presenting materials will serve as group leaders for the class session as other groups rotate through the materials.

6. The sub-groups will arrange a lab session outside of class to present the materials over again.

7. A sample lesson using the material will be videotaped prior to the class presentation, one member of the sub-group serving as a teacher and the other two serving as students.

8. Develop a material, based on the commercial materials presented in class. The material must be simple, have a written guide, and cost a maximum of $3.00 to construct.

9. Given a profile of a child, the student will write a prescriptive plan for that child's teacher, to include terminal and enroute objectives, and suggested materials for reaching those objectives. In the paper, the student must give a rationale for each material recommended. Present orally to the class and defend the plan.

10. Mid-term and final exam.

GRADING

The student must complete all the requirements with excellence to receive a grade of A. Only number 8 may be omitted if the student is opting for a grade of B. For a grade of C, numbers 8 and 9 may be omitted.

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SPECIAL EDUCATION 550
DIAGNOSIS AND REMEDIATION OF THE COGNITIVE ASPECTS OF THE EXCEPTIONAL CHILD

DESCRIPTION

The evaluation and remediation of exceptional children who have deficits in the cognitive domain; to determine learning problems, educational functioning and potential; and to select and develop materials and methods to remediate those problem areas found through testing.

Limited to 20 students per section 3 credit hours

3 Hours - Lecture and classroom laboratory
2 Hours - Field Laboratory experience

PREREQUISITES

Special Education 500, 501, 503, 504, or 511

COURSE OBJECTIVES

The objectives of this course are:

1. To help the student to learn to administer, score, and interpret tests, both formal and informal (including screening devices) and to translate the test data into educational remedial programs that can be used in the regular or special class and in the resource room.

2. To help the student to learn when to, and when not to, give tests to obtain data and how to use the tests to make not only a diagnosis, but how to both interpret the diagnostic process and the various levels of learning of each child and to build upon the basic abilities found through the testing situation.

3. To help the student learn how to evaluate pupil progress through pre-and-post testing; how to make necessary program changes based on this data; and to again teach and re-evaluate (a test teach-test model).

4. To help the student determine the most appropriate material(s) to use with each child; to find the commercial materials, if available, with the various adaptations that may need to be made; or develop teacher-made materials if nothing is found to be appropriate.

5. To help the student gather all related data available to help on the diagnosis and remediation, and to implement a better overall educational program for the child based upon the assembly of all such available data.

COURSE COMPETENCIES

Upon completion of the course, the student will be able to:

1. Demonstrate verbally, or in writing, an understanding of the purpose and values of each of the diagnostic tests, including both their positive and negative aspects.

2. Be able to correctly administer, score, record, profile, and interpret all the tests presented in this course, including screening devices, in order to systematically assess the child's inter-and-intra-variability.

3. Be able to assimilate, interpret and make use of all test results available on the child, both educational and noneducational, when the initial screening and evaluation takes place.

4. Be able to prepare and interpret teacher-made (criterion reference) tests in areas such as reading, math, spelling, and language for assessing and pinpointing specific skill in problem areas.

5. Be able to develop a rationale (diagnostic hypothesis) for determining the educational function and potential of each child, and translate the educational data profile into an educational program by pinpointing levels of learning in relation to specific skills areas.

6. Determine which particular methodology (including techniques such as behavior modification, multi-sensory approaches, perceptual motor, and auditory training and psycholinguistics) and the educational setting that should be most successful with the child, as based on the translation of the data available. Short and long term instructional goals and alternative methodology will also be developed.

7. Combine the use of ancillary personnel data; i.e. medical, psychological, social, speech and hearing into the total prescriptive program of the child.

8. Evaluate progress in pupil's performance based on the pre-and post testing.

9. Based on the pre-and-post test results and the evaluation, new programs and plans of evaluation will be developed and initiated where indicated (test-teach-test-reteach-retest, etc.)

10. Based on commercial materials, the student will adapt materials to the characteristics of the learner by reworking materials at appropriate levels with the emphasis on the learning style and methodology of the teacher.

11. Plan a total teaching environment that promotes effective learning with flexible scheduling structured for movement within a class and school, and the phasing in of students from special to regular classes.

12. Develop a plan of working with regular classroom teachers and ancillary personnel to aid them in screening, evaluating, developing, and adapting materials for students being phased into the regular curriculum.

COURSE OUTLINE

I. Informal Evaluations

A. Check Lists
B. Informal Reading Evaluation
C. Informal Spelling and Math Evaluation
D. Informal Language Evaluation

II. Developmental Levels

A. Piaget
B. Bloom

III. Developmental Profiles

IV. Intelligence Testing

A. Slosson Intelligence Test
B. Peabody Picture Vocabulary Test
C. Wechsler Intelligence Scale for Children

V. Achievement Testing

A. Wide Range Achievement Test
B. Peabody Individual Achievement Test

VI. Reading/Spelling

A. Reading Evaluation
   1. Gray Oral Reading Test
   2. Botel Word Recognition Test
   3. Kotmeyer Diagnostic Spelling Test
   4. Durrell Reading Test

B. Application of Reading Methods/Materials
   1. Whole word (Rebus, etc.)
   2. Phonics (Spalding, Gillingham, i.t.a. etc.)
   3. Linguistics (Hegge-Kirk-Kirk, Sullivan, etc.)
   4. Kinesthetics (Fernald, Ashton-Warner, etc.)

C. Application of Spelling Methods/Materials
   1. Orton
   2. Fernald
   3. Durrell

VII. Arithmetic

A. Arithmetic Evaluation
   1. Key-Math Diagnostic Arithmetic Test
   2. Buswell-John Diagnostic Math Test

B. Application of Arithmetic Methods/Materials
   1. Lehtinen
   2. Johnson & Myklebust
   3. Fernald
   4. Engelmann-DISTAR
   5. Stern
   6. Cuisenaire

VIII. Perceptual-Motor

A. Perceptual Motor Evaluation
   1. Purdue Perceptual Motor Survey
B. Application of Perceptual-Motor Methods/Materials
   1. Kephart
   2. Doman-Delacato
   3. Barsch

IX. Auditory Discrimination

A. Auditory Discrimination Evaluation
   1. Roswell Chall Auditory Blending Test
   2. Auditory Discrimination Test
   3. Lindamood Auditory Conceptualization Test
B. Application of Auditory Discrimination Methods/Materials
   1. Johnson 7 Myklebust
   2. Lindamood and Lindamood
   3. Barry

X. Visual/Motor

A. Visual/Motor Evaluation
   1. Berry Buktenica Test of Visual-Motor Integration
B. Application of Visual/Motor Methods/Materials
   1. Frostig
   2. Getman
   3. Fitzhugh
   4. Dubnoff
   5. ERIE

XI. Oral Language

A. Application of Oral Language Methods/Materials
   1. Kirk - ITPA
   2. Dunn - PLKD
   3. Engelmann - DISTAR

REQUIREMENTS

1. The student will select one of the tests to be covered during the semester. No more than three students can sign up for any one test. They will be responsible for a demonstration of the test, including giving, scoring, and interpretation, and for checking out the competencies of the others in the class on the same measure. A duplicated form will be passed out to the class

that will include such items as author, published date, reliability, validity, standardization, scoring procedures, uses, and research findings.

2. The students will be responsible for checking out the demonstrated tests, and learning how to administer them to criteria. When they are ready, the test demonstrators will check them on their competencies.

3. All students will choose one or two children as a basis for a comprehensive case study which includes both the diagnostic and remedial aspects. Included will be the following:

   a. Informal evaluations, including check lists, and academic skills evaluations. Interpretation and profiling of this data must be done before moving to the next step.

   b. An informal evaluation of the child's developmental level, if applicable, using either Piaget or Bloom.

   c. Diagnosis of each child in the areas of intelligence, achievement, reading, spelling, arithmetic, perceptual motor, auditory discrimination, vocal motor, and language, using the tests that are demonstrated in the class. A pre-post test model will be used throughout the case study.

   d. Develop a diagnostic hypothesis based upon the initial testing done, which includes levels of functioning (potential and actual), and translate this into educational data.

   e. On the basis of the diagnostic hypothesis, the student will determine basic academic weaknesses for the remediation process.

   f. The methodology to be used in the remediation and the educational setting will next be determined. Both long and short term goals will be delineated.

   g. Commercial materials, and teacher made materials will be used in the remediation process. These will be chosen based upon all test data, determination of best methodology, and any related data available.

   h. As soon as the remediation process is begun, evaluation will be started measuring performance on pre-and-post data. Based on the data, new programs and plans will be instituted.

4. At the end of the semester the total case study will be turned in. It must include all the diagnosis and remediation to date. Also Included must be recommendations for continued classroom intervention. An administrative plan for implementation must be developed, such as recommended self contained class, or delivery of service to the child in a resource or regular classroom.

5. As part of a group of no more than five students, a plan must be developed to give in-service training to regular classroom teachers, in order to help them become more adept at screening, evaluating, developing, and adapting materials. This must be indepth and contain a timetable of events.

6. Do an indepth review of one methodology of teaching handicapped children. This could be auditory, perceptual motor, kinesthetic, etc. There must be a selected review of the literature with at least 30 references using the APA Style Guide.

GRADING

In order to receive an "A" for the course, the student must complete all the above assignments at a high level of excellence, and use two children in the case study. For a "B" all must be completed, but one child may be used. Any students who falls below the "B" level will be counseled out of the course, and must retake it the following semester.

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SPECIAL EDUCATION 551
DIAGNOSIS AND REMEDIATION OF THE AFFECTIVE ASPECTS OF THE EXCEPTIONAL CHILD

DESCRIPTION

The evaluation and remediation of exceptional children who have deficits in the affective domain; to determine behavioral problems, social functioning and potential; and to select and develop materials and methods to remediate those problem areas found through testing and observation.

Limited to 20 students per section 3 credit hours

3 Hours - Lecture and Classroom Laboratory
2 Hours - Field Laboratory Experiences

PREREQUISITES

Special Education 500
Special Education 501, 503, or 504
Special Education 511, or 550

COURSE OBJECTIVES

The objectives of this course are:

1. To help the student understand what is meant by affective behavior in relation to self concept and learning academic skills.

2. To help the student prepare a listing of procedures to be used to determine whether a child is showing negative affective behavior.

3. To help the student develop skills in selecting and using various curricula approaches to aid in developing suitable affective behavior.

4. To help the student develop skills in using appropriate instructional techniques in relationship to affective behavior.

5. To help the student learn how to evaluate pupil progress through pre-and-post testing.

COURSE COMPETENCIES

Upon completion of the course, the student will be able to:

1. Demonstrate through verbal and written media a knowledge of the individual cognitive processes: memory, hypothesis formation, and alternative prescription.

2. Demonstrate verbally and in writing approaches to self-awareness, self-acceptance, and self-evaluation

3. Demonstrate a knowledge of the research findings as stated in the literature to show an understanding of what is being done by other professionals.

4. Identify behavioral characteristics in terms of excessive, deficient and inappropriate behaviors.

5. Analyze and apply appropriate research in the field.

6. Observe and collect data, assemble case history, and interpret data from other data sources.

7. Demonstrate through writing a concept of the models of psychodynamics, learning, developmental, biological, counter, ecological, and sociological aspects.

8. Demonstrate the ability to design remedial instruction and develop clinical prescriptive teaching techniques.

9. Conduct interviews centered around behavioral dynamics, overt behavior, and coping responses.

10. Conduct life-space interviews.

11. Relate to behaviorally disordered children in terms of physical, psychological, and social factors as well as individual differences.

12. Utilize groups for developing skills in decision making, in mutual influence, and in conflict management.

13. Demonstrate knowledge of both formal and informal testing.

14. Conduct on-going student assessment.

COURSE OUTLINE

I. Diagnostic

A. Initial Screening--Informal
   1. Observation Matrix
   2. Interaction Matrix
   3. Case Study

B. Initial Screening--Formal
   1. Thematic Apperception Test
   2. Syracuse Sociogram
   3. Vineland Social Maturity Scale

II. Prescriptive

A. Interpersonal Perception
B. Self-concepts
C. Parent Help
D. Family Involvement
E. Teacher Attitudes

III. Planning Curricula Development

A. Bloom's Taxonomy
B. Neighborhood Observation
C. Student Feelings
D. Social Activity
E. Humanistic Approach

IV. Curricula Development Models

A. Psychodynamic Model
B. Ethnic Model
C. Developmental Model
D. Biological Model
E. Counter Theory
F. Ecological Theory
G. Sociological Theory

V. Teaching-Learning Process

A. Behavioral Objectives
B. Neuro-psychological
C. Piagetian Theory
D. Techniques for Teaching Academic Skills
E. Materials for Special Education
F. Behavior Management

REQUIREMENTS

1. The student will select one of the diagnostic instruments, formal or informal, and will be responsible for the demonstration of the instrument, including giving, scoring, intrepreting, and use by the classroom teacher. All available data on the instrument will be duplicated and made available to all class members, including any relevant research and statistical data.

2. The student will choose one or two children who are evidencing some form of an affective deficit, and will use those children as the basis of a case study for the semester. Included in this case study will be the following:

   a. The use of the informal and formal tests and diagnostic instruments demonstrated in the course.

   b. The collection of data from the case history, and other related school and community sources.

   c. The interpretation of this data into an educational framework that can be used to determine an intervention in the child's affective disability area.

   d. An in-depth analysis of the child in such areas as self-awareness, memory, social level of functioning, and all educational data presently available.

e. Plan a curriculum intervention, using at least three of the following: Bloom's Taxonomy, Social Activity, Neighborhood and School Observations, Social Activities, and Humanistic Approaches.

f. Develop and implement a plan of action that will serve as an intervention in the affective area. Once the intervention is begun, a detailed log must be kept of the changes that occur, and any modifications that are needed in order to implement change.

g. The total case study, including the log, must be turned in as a total diagnostic-remedial package.

3. As part of a group of no more than five students, a plan must be developed that will serve as a model for in-service for regular classroom teachers to help them in the diagnosis and remediation of the affective areas. Included should be how to screen, who to refer, and techniques of remediation that can be used in the regular classroom without having the child removed to self-contained or resource rooms. A timetable of events must be included.

4. Do an in-depth and selected review of either a curricula development model or a teaching-learning process from those listed in the outline. A minimum of 30 sources must be cited, and good APA style used. A summary must be included that contains sections on conclusion, implications, and recommendations.

GRADING

In order to receive an "A" for the course, the student must complete all the above assignments at a high level of excellence, and use two children in the case study. For a "B" all must be completed, but one child may be used. Any student who falls below the "B" level will be counseled out of the course, and must retake it the following time it is offered.

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White, M., and Charry, J. (eds.) School disorders, intelligence, and social class. New York: Teachers College Press, 1966.

SPECIAL EDUCATION 611
INTERNSHIP/PRACTICUM

DESCRIPTION

Internship/practicum for experienced special education teachers.

3 credit hours

Limited to 20 students in each category; mental retardation, behavioral disorders, or specific learning disabilities.

PREREQUISITES

Completion of a minimum of 15 hours in mental retardation or behavioral disorders, or 18 hours in specific learning disabilities, including Special Education 500; 501 or 503 or 504 511; 550 and 551

I. INTRODUCTION

The internship/practicum part of the graduate special education program involves a laboratory experience. For adminstrative purposes a student who desires to participate in the internship/practicum will file an application in the special education department during the semester prior to the actual experience. This application will provide data for making arrangements for placement in a summer training class arranged by the special education department during summer session.

The student studying for the Master's degree in Special Education at the West Virginia College of Graduate Studies is required to spend approximately 125 hours observing or working with one or a small group of children as he progresses through the program. Except for a minor group who are new to the field, those applying for the internship/practicum have had regular classroom teaching experience. Therefore, during the internship, observation time will be limited and classroom participation will be maximized. Thus, the intern will spend approximately six weeks of high level participation in diagnostic and remediation experiences.

The seven week internship will be arranged by the College of Graduate

Studies in cooperation with the community and the Kanawha County Board of Education. Children from the community will be enrolled in classes for the mentally retarded, behaviorally disordered, and specific learning disabled. The Kanawha County Board of Education will provide the facility for the summer intern program. Adequate instructional materials will be moved to the site from the College of Graduate Studies Special Education Instructional Materials Center.

The practical experience will aid the intern in acquiring skills for working with either those children who have specific learning disabilities, behavioral disorders, or mental retardation.

The College of Graduate Studies provides graduate education to a group of people, who, for the most part, are fully employed. Classes are taught on Saturdays and in the evenings during the academic year. Therefore, the arranged summer practicum fulfills another need in the College of Graduate Studies unique methods of educational delivery.

II. THE INTERNSHIP/PRACTICUM

The internship/practicum is proposed for preparing teachers to work with the mentally retarded, behavioral disorders, or with those children having specific learning disabilities. It is designed to provide students with experiences in assuming a wide variety of teaching roles and tasks.

A. Objectives of the Intern Experience

The internship/practicum program shall:

1. Provide training experience in which students work with either the mentally retarded, children with specific learning disabilities or behavioral disorders. Emphasis will be placed on diagnostic/prescriptive teaching, appropriate education intervention techniques for handicapped children and techniques to change teacher performance and attitudes.

2. Provide opportunities for the intern to develop skills in diagnostic/prescriptive and precision teaching directed toward both the handicapped condition itself and the academic areas.
3. Assist the intern toward development of instructional activities with behavioral orientation which will enable evaluation and facilitation of individualized training.
4. Provide for utilization of materials which are consistent with the behaviorally oriented objectives for the mentally retarded, learning disabilities, or behavioral disorders. This necessitates knowledge of available materials as well as familiarity with the intended uses of these materials relative to learning characteristics and curriculum content.
5. Assist the intern in the development of skills in the instructional area. The instructional area entails teaching methods, classroom management, techniques for structuring the classroom milieu, and significant interaction of pupil teacher, pupil-pupil, pupil-materials, and pupil-environment.
6. Provide opportunities for the intern to develop personal teaching skills and competencies and require that they be demonstrated through performance.

B. Competencies

The competencies required for a teacher of the mentally retarded, learning disabled, or behaviorally disordered are:

1. Ability to diagnose children. This includes skills to diagnose children regarding maturation, social, academic, and prevocational behaviors, using a variety of group achievement and individual diagnostic tests.

2. Based on results of diagnosis, the ability to prescribe and use individualized instructional strategies to remediate specific learning skills. This includes skills in planning, organization, writing behavioral objectives, curricula development, materials selection and development and presentation of the lesson.
3. Teaching ability. This includes the ability of teachers to structure and guide; to encourage cooperative interpersonal interactions of children; to provide for a mind set or attention; to use questions to stimulate memory and thinking association; to encourage students to ask questions; to keep children working and interested in their work; and to build a feeling of self-worth in the child.
4. Ability to use interventions and reinforcement procedures to achieve specific objectives.
5. Ability to work cooperatively with a team.
6. Ability to use resources from a SEIMC.
7. Skill in innovative teaching approaches.
8. Skill in organizing the physical environment to maximize learning.
9. Ability to utilize audio-visual equipment effectively.

C. Requirements of the Internship/Practicum

The intern, his supervising teacher, and the staff of the special education department at COGS will cooperate in the following:

1. Supervision of the intern's activities will be provided continuously.
2. Regularly scheduled seminars to discuss mutual problems.

3. Daily lesson plans prior to the teaching of a class will be submitted to supervising teacher.
4. Weekly and unit plans.
5. Log of daily experiences.
6. Seeking out all ancillary services available in the community.

D. Admission Requirements

Admission to the intern program in special education at the West Virginia College of Graduate Studies is based upon the student satisfying the following conditions:

1. Admission to West Virginia College of Graduate Studies must have been granted.
2. The intern must have been accepted by the Department of Special Education.
3. The student must have completed all the basic certification requirements for the Master's degree in learning disabilities, mental retardation, or behavioral disorders with a 3.0 average on all course work.
4. An application must be submitted on the attached form at the beginning of the spring semester, prior to the summer in which the student wishes to serve the internship/practicum.
5. Interns must have a minimum of seven weeks duration, 8:30 a.m. to 3:00 p.m. daily, which they can spend in the internship/practicum experience.

APPLICATION
SPECIAL EDUCATION INTERNSHIP

I. THE STUDENT

Name _____
Last First Middle Student Number

Name of Employer _____

Number, Street _____

City, Zip Code _____

Telephone _____

Home Address, Number, Street _____

City, Zip Code _____

Telephone _____

Professional Position _____

I wish to begin an internship during the summer session of 19___.

My advisor is: _____

Internship sought: Mental retardation, behavioral disorders, specific learning disabilities

(circle one)

I have completed the following courses at COGS:

COURSE NO.	COURSE TITLE	SEMESTER HOURS	GRADE

Courses accepted from other institutions were:

COURSE	INSTITUTION	SEMESTER HOURS	GRADE

II. THE ADVISOR

I recommend that this person be enrolled in the Special Education internship/practicum during the summer of 19___. All course work prerequisite to the internship/practicum has been successfully completed.

_____
Signature

E. Evaluation Procedures

The internship/practicum in graduate education in special education will be evaluated by the following:

1. The intern will demonstrate through performance his ability to diagnose children, write prescriptions based on diagnosis, select and develop materials suited to the learner ability and characteristics, and apply intervention and reinforcement procedures. The supervising teacher and the college supervisor will evaluate the intern's performance.
2. The intern will demonstrate that he knows how to apply for services of an SEIMC by initiating a request for materials from COGS and the UKRSEIMC.
3. The intern will demonstrate his ability to evaluate student achievement by defining in behavioral terms the expected achievement and pre-and-post testing to determine if the objectives were met.
4. Follow-up studies of graduates will be conducted:
   a. Employers will be interviewed as to student's job performance.
   b. Graduates on the job will be interviewed to determine their strengths and weaknesses.
5. Activities will be video-taped and critiqued with the intern.
6. Observation by college supervisor and supervising teacher.
7. Intern supervising teacher/inter-college supervisor conferences.
8. Evaluation rating form, completed by the supervising teacher, is to be filed in the intern's permanent folder at COGS.

F. The Supervising Teachers: Qualifications & Responsibilities

A supervising teacher is defined as a person who, upon recommendation of the College of Graduate Studies special education staff, has agreed to accept direct responsibility for supervising the intern during his clinical experiences.

A. Qualifications

The supervising teacher selected will:

1. Hold a Professional Certificate endorsed for special education in the area appropriate to his assignment.
2. Have completed the requirements for a Master's degree from an accredited institution.
3. Have a minimum of three years of successful teaching experience.

B. Responsibilities

The supervising teacher shall:

1. Assume the primary responsibility for providing the student teachers with the opportunity to develop personal teaching skills and competencies and require that such skills be demonstrated through performance.
2. Work effectively with student teachers, college supervisors, other teachers and parents.
3. Assist the student teacher in the development of his instructional skills and self-evaluation.
4. Make an objective evaluation of the progress of the student teacher in order to document for the college supervisor the strengths and weaknesses of the student.
5. Keep abreast of current trends in special education.

G. The College-Based Supervisor

The college-based supervisor will work with both the intern and the supervising teacher. The college-based supervisor shall:

1. Be selected because of demonstrated ability to teach and to guide student teaching or internship.
2. Have appropriate professional preparation and teaching experience in the area of supervision to which he is assigned.
3. Provide leadership to encourage improved teaching and learning practices.
4. Conduct seminars and mini-workshops on new and innovative techniques of teaching.
5. Consult with the supervising teachers concerning the competencies and teaching skills of the student teachers in continuous evaluation.

FIELD LABORATORY EXPERIENCES

The Department of Special Education has both education and noneducation majors applying for admission to the program. In the past, both types of students have been recommended for certification in special education upon satisfactorily completing the required course of study that included an internship/practicum in special education.

In the future, noneducation majors will be required, through the Department of Curriculum and Instruction, student teaching or a comparable experience in regular education as a prerequisite to the internship/practicum. Education majors entering the field of special education will be required, as in the past, to complete only the internship/practicum in special education.

Field Laboratory Experiences in Special Education: During the summer of 1973, a study was done to determine strengths and weaknesses of the special education program. This study indicated that one of the major weaknesses of the Special Education program at the College of Graduate Studies was the lack of contact with exceptional children prior to the internship/practicum experience. It was felt by those interviewed during the study, that more field experiences were needed in classrooms as well as in other situations with exceptional children. Based on this and other data, changes were made in the special education program. The program now emphasizes the diagnostic-prescriptive model and requires approximately 125 hours of field laboratory experiences prior to the internship/practicum experience.

Theory and Observation. While students are enrolled in Special Education in Transition and the Characteristic courses, many opportunities are provided for observing exceptional children through field trips and videotapes. Children are observed interacting with teachers, families, and on jobs such as in sheltered workshops. While the course Special Education in Transition, provides the opportunity for general observation of exceptional children,

the Characteristic courses require the student to do a detailed observation of specific exceptionality being studied so that the student can isolate those characteristics that deviate markedly from the norm. This kind of observation and on-going evaluation of a child takes place in a public or private classroom, continuing throughout the semester during which the student is enrolled in the course.

Theory and Practicum. In the courses, Diagnosis and Remediation of the Cognitive Aspects of the Exceptional Child, and Diagnosis and Remediation of the Affective Aspects of the Exceptional Child, the student develops competencies in diagnosing children with varying exceptionalities and in designing and employing individualized instructional strategies. To develop the competencies, the course extends beyond the theoretical to the application of skills. Thus, the courses are a combination of theory and practicum and the students are required to conduct projects with exceptional children. These activities are primarily tutorial activities to demonstrate the application of course content to classroom settings by designing and conducting diagnostic prescriptive teaching techniques.

The quality of field experiences cannot be presumed to be the responsibility of the college alone. The Vocational Rehabilitation Center at Institute, the sheltered workshops, and the public schools provide the setting for field based experiences prior to the internship/practicum experience. These agencies are fulfilling a need but ideally the College of Graduate Studies, Department of Special Education should have a tutorial clinic to use during the evening hours and on Saturdays as that is when the students have time free from their employment to spend in field based experiences with exceptional children.

Internship/Practicum. The internship/practicum in the graduate special education program involves a laboratory experience. For administrative purposes a student who desires to participate in the internship/practicum will file an

application in the special education department during the semester prior to the actual experience. This application will provide data for making arrangements for placement in a summer training class arranged by the special education department during summer session.

The student studying for the Master's degree in special education at the West Virginia College of Graduate Studies is required to spend approximately 125 hours observing or working with one or a small group of children as he progresses through the program. Those applying for the internship/practicum have had regular classroom teaching or comparable experience. Therefore, during the internship, observation time will be limited and classroom participation will be maximized. Thus, the intern will spend approximately six weeks of high level participation in diagnostic and remediation experiences.

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G-1.3 RESEARCH IN ADVANCED CURRICULA

Standard: Each advanced curriculum includes the study of research methods and findings; each doctoral curriculum includes the designing and conducting of research.

RESEARCH IN ADVANCED CURRICULA

The research component in the Department of Special Education is developed in a sequential manner through the total course of study in the master's program. Assignments in each course are designed to develop the student's ability in the broad area of research. Because courses are developed in a heirachial nature, the research components within them follow the same format. The American Psychological Association style is used in all research writing, and from the first course, students buy the guide and become familiar with it through long-term usage.

In the first special education course students are required to read various books and report on them. In addition, each student must make an attitudinal survey, and review the literature on the topic. Both of the above are combined into a small paper, using APA-accepted style.

The next courses on characteristics of various handicapping conditions requires longer and more indepth reviews of the literature, and thus an expanded use of both library facilities and the APA Style Guide. More and varied references are required and the beginning of a full-fledged library research paper takes shape.

In the diagnostic-prescriptive courses, the students must review a number of tests, including statistical data inferences. Research from the literature must also be gathered and used to report on test usage and professional evaluations. In addition, a number of case studies must be completed based upon evaluative instruments employed to assess the exceptional individual. These case studies include diagnostic and remediation procedures, recommendations and an administrative plan for long-term remediation. Pre-and-post test results must also demonstrate student progress, or lack of progress, and receive appropriate elaboration on cause and effect factors.

During the first half of the Speical Education coursework, students take a three-semester hour course, Educational Research, offered through the Department of Instructional Development. They learn how to delineate research topics, determine population samples and proper statistical data, and bolster it all by a selected and evaluated review of the literature. The competencies developed by the students through this course are applied in all further courses when writing papers, diagnostic reports, and ultimately when the problem report or thesis is undertaken.

Two courses, Seminar , and Problem Solving, (syllabi follow this narrative) are the last two required courses in the Special Education sequence for master's candidates, and are the highest level of research in this particular program. In the seminar the students delineate a topic that is of current concern or that is an issue in the field of Special Education. They begin to organize the topic, prepare the format, interact with fellow seminar students regarding topic and the format, and hold discussions on reviews of the literature. Each person helps to constructively critique all the other's work in the class.

Problem Solving takes this topic to its culmination. The final product can be indepth research, a "mini" research paper, a production of a curriculum model, or can actually be curriculum materials. In any case, library research is a necessary component for the defense of the product. Once the data is collected and the results are complete, the final presentation and defense is oral and before fellow Special Education students in all of the categorical areas, The Special Education Faculty, and interested professionals.

The above sequence, with the exception of the problem solving course, is also required for a thesis research. In place of this course, the student chooses an advisor who helps choose two additional faculty advisors, as spelled out in the College-wide advisement procedures. Six units of credit are given for thesis research.

Upon completion of the degree, students will be able to organize, read and interpret research at the master's level of competency. They will have been developed in a sequential nature building research skills upon research skills.

SPECIAL EDUCATION 601-604
SEMINAR

DESCRIPTION

The analysis of current problems and issues in special education. Separate sections offered in mental retardation, behavioral disorders, and specific learning disabilities.

Limited to 15 students in each category 3 credit hours

PREREQUISITES

Special Education 500
Special Education 501, 503, or 504
Special Education 511
Special Education 550, 551
Educational Research

COURSE OBJECTIVES

The objectives of this course are:

1. To help the student analyze and evaluate selected research and other literature reflecting various areas of exceptionality.

2. To help the student study and evaluate research of exceptional children and develop its application for either an educational, psychological or rehabilitation project.

3. To help the student propose student research projects and prepare critiques of the literature in the field.

4. To help the student prepare a defence of particular position on a contemporary issue.

COURSE COMPETENCIES

Upon the completion of this course the student will be able to:

1. Critically review research studies and professional journals and other literature.

2. Use research data and periodicals for a research project.

3. Prepare a research project.

4. Prepare a discussion on a particular current problem in special education.

COURSE OUTLINE

I. Introduction

A. Analyze a current problem
B. Analyze a current issue

II. Develop procedures

A. Individual approach
B. Group approach

III. Prepare the problem

A. Statement - specific
B. Procedure - detail
C. Findings - research

IV. Presentation

A. Oral
B. Written

REQUIREMENTS

There is one major requirement for this course. It serves as the first half of a year's (two semesters) sequence in the in-depth development and researching of a topic. Within this semester the student is to delineate a topic area that will be part of an overall class look at current problems and issues in special education. Secondly, this semester will serve as a period of time to organize the topic, prepare the format, and begin the review of the literature that will be completed in Special Education 601, Problem Solving. Individual and group activities will be included, and students will have the opportunity to present topics for others to discuss. Articles will be reviewed and discussed as a group. Towards the end of the semester the student will be ready to develop the statement of the problem, and outline the procedures and research plan.

GRADING

Students will be given a "S" or "U" in this course, according to Graduate School regulations. In general, a student would be allowed a "U" only if he plans to drop out of the program. Otherwise, an "I" would be given adn the student would be required to complete the work necessary for an "S".

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Koch, R., and Dobson, J. C. (Eds.) The mentally retarded child and his family. New York: Brunner-Mazel, Inc., 1971.

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Rogers, C. Freedom to learn. Columbus, O. Charles E. Merrill, 1969.

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Reger, R., Schroeder, W., and Uschold, K. Special education. New York: Oxford University Press, 1968.

Siegel, E. Special education in the regular classroom. New York: The John Day Company, 1969.

Young, M. A. Teaching children with special learning needs. New York: The John Day Company, 1967.

JOURNALS

American Educational Research Journal
American Journal of Mental Deficiency
American Journal of Orthopsychiatry
American Journal of Public Health
Encyclopedia of Educational Research
Exceptional Children
Focus on Exceptional Children
International Review of Research in Mental Retardation
Journal of Abnormal Psychology
Journal of Applied Behavioral Analysis
Journal of Child Psychology and Psychiatry
Journal of Consulting Psychology
Journal of Educational Research
Journal of General Psychology
Journal of Learning Disabilities
Journal of Special Education
Mental Retardation
Psychological Bulletin
Psychometric Bulletin
Review of Educational Research
Training School Bulletin

SPECIAL EDUCATION 612-615
PROBLEM SOLVING

DESCRIPTION

The study of a particular problem related to the education of the mentally retarded, specific learning disabled, or behaviorally disordered child. Separate sections will be offered in each area.

Limited to 15 students in each category 3 credit hours

PREREQUISITES

Special Education 500; 501 or 503 or 504; 511; 550; 551; 601; and Educational Research

COURSE OBJECTIVES

The objectives of this course are:

1. To help the student to delineate a topic of research, or a production of a material directly related to the education of the handicapped child in the area of specialization.
2. To help the student develop the necessary procedures for carrying out the research or product to a successful completion.
3. To help the student carry out the actual research or product development.
4. To help the student prepare for the defense of the final research or product before a peer group, faculty, and other interested professional personnel.

COURSE COMPETENCIES

Upon completion of the course, the student will be able to:

1. Write on a specific educational topic, or develop a material according to sound research practices.
2. Assess professional journals and educational materials as background research tools.
3. Use the appropriate books, journals, and materials to carry out the research or product development.
4. Defend the study or product orally before a group of peers, professors, and other professionals in the field of special education.

COURSE OUTLINE

I. Overview

A. Review of acceptable research procedures
B. Use of A.P.A. Style Guide
C. Research versus product development

II. Topic of Product Delimitation

A. General topic or product for research
B. Limiting field to manageable area
C. Pinpointing specific area

III. Developing the Problem--Research Design

A. Statement of the problem
B. Procedures
C. Methodology

IV. Preparation of project

A. Initial development--follow design
B. Student-faculty
C. Final product--field testing if appropriate

V. Presentation of the Study

A. Written report
1. Acceptable APA style
2. Faculty acceptance
B. Oral presentation
1. Satisfactory quality
2. Faculty acceptance

CLASS REQUIREMENTS

There is only one basic requirement for the course. The student must choose a topic for an in-depth review that results in a finished and acceptable paper using the APA style. OR, the student can prepare a product, such as a piece of educational equipment, or a curriculum that is based on sound principles, defended by a short succinct review of the literature.

In either case, a proposal must be prepared and accepted by the faculty in charge of the course. Once the proposal and time-line for completion is accepted, the student begins the assignment.

Throughout the semester all students will be required to present the research to date and to ask others in the class for recommendations and evaluations which can and should be incorporated into the paper.

Once the paper and/or product is accepted by the faculty in charge, a schedule date will be set for the oral presentation, in which fellow students, Department of Special Education faculty, and all other interested professionals may attend.

GRADING

Because this is the final product before graduation, the work must be completed at an "S" level of acceptability before the final oral presentation is scheduled.

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American Journal of Orthopsychiatry
American Journal of Public Health
Encyclopedial of Educational Research
Exceptional Children
Focus on Exceptional Children
International Review of Research in Mental Retardation
Journal of Abnormal Psychology
Journal of Applied Behavioral Analysis
Journal of Child Psychology and Psychiatry
Journal of Consulting Psychology
Journal of Educational Research
Journal of General Psychology
Journal of Learning Disabilities
Journal of Special Education
Mental Retardation
Psychological Bulletin
Psychometric Bulletin
Review of Educational Research
Training School Bulletin

G-1. CURRICULA FOR ADVANCED PROGRAMS

G-1.4 INDIVIDUALIZATION OF PROGRAMS OF STUDY

Standard: Each advanced curriculum provides for the individualization of students' program of study

Approved Electives. The student preparing to teach in special education should endeavor to widen his knowledge of both normal and exceptional children. This may be accomplished by gaining competencies in the area of human development and learning theory, other categories of exceptionality, the general area of special education, or in specific areas of concentration listed below.

All electives must be approved by the student's advisor. A minimum of six semester hours must be taken from Block A and six semester hours from Block B, C, or D.

Special areas of concentration in reading, early childhood education, and administration are also available to the student in place of Blocks B, C, and D under approved electives. Such areas of concentration provide the graduate student with a more in-depth understanding of particular areas of concentration and relate them to the special education program.

Block A

It is the philosophy of the Department of Special Education at COGS that the student preparing to teach in special education should be knowledgeable concerning the growth and development of all children. The courses listed in Block A are selected to do this. All courses listed below are offered through the Department of Curriculum and Instruction.

C&I 515 - Perception
C&I 510 - Child Psychology
C&I 511 - Psychiological Psychology
C&I 517 - Child Development Seminar
C&I 514 - Psychology of Learning
C&I 512 - Social Psychology
C&I 516 - Cognition
C&I 513 - Language and Communication
C&I 519 - Adv. Adolescent Psychology

Block B - Approved electives in Mental Retardation

In addition to further competencies in special education, the student preparing to teach mentally retarded children should evidence

competencies in additional related areas. Courses in counseling and guidance and social work provide the student with competencies in the areas of tests and measures, human relationships, and environmental influences on human relationships. Courses in educational psychology and curriculum and instruction can develop further competencies in the areas of curriculum, research methods, child development and foundations of learning.

The following courses are approved electives for those special education students with a concentration in the area of mental retardation.

SPECIAL EDUCATION

Sp. Ed. 502 - Characteristics of Trainable Mentally Retarded Individuals
Sp. Ed. 503 - Characteristics of Individuals with Behavior Disorders
Sp. Ed. 504 - Characteristics of Individuals with Specific Learning Disabilities
Sp. Ed. 505 - Characteristics of Gifted Individuals
Sp. Ed. 570 - Creative Crafts for Exceptional Children
Sp. Ed. 571 - Math for the Mentally Retarded
Sp. Ed. 572 - Reading for the Mentally Retarded
Sp. Ed. 573 - Speech Problems of Handicapped Individuals
Sp. Ed. 579 - Behavior Management of Exceptional Children
Sp. Ed. 574 - Vocational Education for Handicapped Adolescents and Adults
Sp. Ed. 575 - Special Topics
Sp. Ed. 577 - Administration of Programs for Exceptional Children
Sp. Ed. 580 - Workshop
Sp. Ed. 576 - Exceptional Child and the Family
Sp. Ed. 578 - Community Involvement

COUNSELING & GUIDANCE/SOCIAL WORK

C&G 400 - Behavior Problems and the School
C&G 415 - Humanizing Education: The Person in the Process
C&G 451 - Human Relationships
C&G 452 - Basic Course in Guidance
C&G 454 - Theory & Practice of Human Appraisal
C&G 550 - Socially Disadvantaged
C&G 630 - Individual Intelligence Testing & Interp. I, II
Soc. Wk. - 421 - Human Behavior and Social Environment
Soc Wk. - 440 - Introduction to Social Work Practice

EDUCATIONAL PSYCHOLOGY/CURRICULUM & INSTRUCTION

Ed. Psych. 411 - Statistical Methods I
Ed. Psych. 412 - Statistical Methods II
Ed. Psych. 441 - Cognitive Development of the Child
Ed. Psych. 444 - Family & Individual in the Community
Ed. Psych. 445 - Socio-Emotional Development of the Child
Ed. Psych. 446 - Adolescent Development
Ed. Psych. 514 - Attitude Measurement
Ed. Psych. 515 - Noncognitive Educational Measurement
Ed. Psych. 545 - Family Development
Ed. Psych. 547 - Comparative Study of the Family
Ed. Psych. 548 - Theories of Child Development
Ed. Psych. 549 - Human Development & Behavior
Ed. Psych. 559 - Psych. Foundations of Learning
Ed. Psych. 584 - Seminar In Child Dev. or Family Relations
C&I 400 - Sociology of Education
Elem. Ed. - 520 - Early Childhood Education I
Elem. Ed. - 521 - Early Childhood Education II
C&I 533 - Corrective Techniques in Math Education
Lib. Sci. 403 - Children's Literature

READING

Rdng. 525 - Psychological Factors in Reading Instruction
Rdng. 530 - Teaching the Language Arts
Rdng. 531 - Selection and Evaluation of Reading Materials
Rdng. 532 - Individualizing Reading Instruction
Rdng. 611 - Diagnosis of Reading Disabilities

Minimum course requirement schedule for concentration in Mental Retardation.

Sp. Ed. 500	3 credits
Sp. Ed. 501	3 credits
Sp. Ed. 511	3 credits
Sp. Ed. 550	3 credits
Sp. Ed. 551	3 credits
Sp. Ed. 601	3 credits
Sp. Ed. 611	3 credits
Sp. Ed. 621	3 credits
	24 credits

Approved Electives	
Block A	6 credits
Block B	6 credits
	12 credits
TOTAL	36 credits

Block C - Approved Electives in Learning Disabilities

As the teacher of the learning disabled child uses the diagnostic-prescriptive model to aid children of normal intelligence who have learning problems, it is essential that he develop competencies in additional areas. To aid in understanding the diagnostic procedure, courses dealing with testing and evaluation are suggested. To aid in developing remedial procedures, courses in curriculum and instruction are suggested. Additionally, courses which will enhance the teacher's understanding of child development and of the effect of environmental and social factors on the learning process are also suggested.

The following courses are approved electives for those special education students with a concentration in the area of learning disabilities:

SPECIAL EDUCATION

Sp. Ed. 501 - Characteristics of Children with Mental Retardation
Sp. Ed. 502 - Characteristics of Trainable Mentally Retarded Children
Sp. Ed. 503 - Characteristics of Children with Specific Learning Disabilities
Sp. Ed. 505 - Characteristics of Gifted Individuals
Sp. Ed. 570 - Creative Crafts for Exceptional Children
Sp. Ed. 571 - Math for the Mentally Retarded
Sp. Ed. 572 - Reading for the Mentally Retarded
Sp. Ed. 573 - Speech Problems of Handicapped Individuals
Sp. Ed. 579 - Behavior Management of Exceptional Children
Sp. Ed. 574 - Vocational Education for Handicapped Adolescents and Adults
Sp. Ed. 575 - Special Topics
Sp. Ed. 580 - Workshop
Sp. Ed. 576 - Exceptional Child & the Family
Sp. Ed. 578 - Community Involvement

COUNSELING & GUIDANCE/SOCIAL WORK

C&G 406 - Behavior Problems and the School
C&G 415 - Humanizing Education: The Person in the Process
C&G 452 - Basic Course in Guidance
C&G 454 - Theory & Practice of Human Appraisal

EDUCATIONAL PSYCHOLOBY/CURRICULUM & INSTRUCTION

Ed. Psych. 411 - Statistical Methods I
Ed. Psych. 412 - Statistical Methods II
Ed. Psych. 441 - Cognitive Development of the Child
Ed. Psych. 444 - Family & Individual in the Community
Ed. Psych. 445 - Socio-Emotional Development of the Child
Ed. Psych. 446 - Adolescent Development
Ed. Psych. 514 - Attitude Measurement
Ed. Psych. 515 - Noncognitive Educational Measurement
Ed. Psych. 545 - Family Development
Ed. Psych. 547 - Comparative Study of the Family
Ed. Psych. 548 - Theories of Child Development
Ed. Psych. 549 - Human Development & Behavior
Ed. Psych. 559 - Psych. Foundations of Learning
Ed. Psych. 584 - Seminar in Child Development or Family Relations
C&I 400 - Sociology of Education
Elem. Ed. 520 - Early Child Education I
Elem. Ed. 521 - Early Child Education II
C&I 533 - Corrective Techniques in Math Education
Lib. Sci. 403 Children's Literature

READING

Rdng. 525 - Psychological Factors in Reading Instruction
Rdng. 530 - Teaching the Language Arts
Rdng. 531 - Selection & Evaluation of Reading Materials
Rdng. 532 - Individualizing Reading Instruction
Rdng. 641 - Diagnosis of Reading Disabilities

PSYCHOLOGY/SOCIOLOGY

Psych. 443 - Child Behavior
Psych. 502 - Introduction to Personality
Psych. 503 - Psychology of Adjustment
Psych. 504 - Abnormal Psychology
Soc. 521 - Sociology of Childhood
Soc. 552 - Culture & Personality

Minimum course requirements for concentration in behavioral disorders.

Sp. Ed. 500	3 credits
Sp. Ed. 503	3 credits
Sp. Ed. 511	3 credits
Sp. Ed. 550	3 credits
Sp. Ed. 551	3 credits
Sp. Ed. 603	3 credits
Sp. Ed. 613	3 credits
Sp. Ed. 623	3 credits
Ed Psych. 420	3 credits
	27 credits
Approved Electives	
Block A	6 credits
Block D	6 credits
TOTAL	39 credits

Block D - Approved Electives in Behavior Disorders

In addition to competencies which aid the graduate student in areas of curriculum and instruction, it is particularly important that the teacher of students with behavior disorders understands the psychological aspects of the problem. Courses covering this area are suggested as electives for the student in this program, as well as other relevant courses.

The following courses are approved electives for those special education students with a concentration in the area of behavior disorders:

SPECIAL EDUCATION

Sp. Ed. 501 - Characteristics of Children with Mental Retardation
Sp. Ed. 502 - Characteristics of Trainable Mentally Retarded Children
Sp. Ed. 504 - Characteristics of Children with Specific Learning Disabilities
Sp. Ed. 505 - Characteristics of Gifted Individuals
Sp. Ed. 570 - Creative Crafts for Exceptional Children
Sp. Ed. 571 - Math for the Mentally Retarded
Sp. Ed. 572 - Reading for the Mentally Retarded
Sp. Ed. 573 - Speech Problems of Handicapped Individuals
Sp. Ed. 579 - Behavior Management of Exceptional Children
Sp. Ed. 574 - Vocational Education for Handicapped Adolescents and Adults
Sp. Ed. 575 - Special Topics
Sp. Ed. 577 - Administration of Programs for Exceptional Children
Sp. Ed. 580 - Workshop
Sp. Ed. 576 - Exceptional Child & the Family
Sp. Ed. 578 - Community Involvement

COUNSELING & GUIDANCE/SOCIAL WORK

C&G 400 - Behavior Problems and the School
C&G 415 - Humanizing Education: The Person in the Process
C&G 451 - Human Relationships
C&G 452 - Basic Course in Guidance
C&G 454 - Theory & Practice of Human Appraisal
C&G 550 - Socially Disadvantaged
C&G 630 - Individual Intelligence Testing & Interp. I, II
Soc. Wk. - 421 - Human Behavior & Social Environment
Soc. Wk. - 440 - Introduction to Social Work Practice

EDUCATIONAL PSYCHOLOGY/CURRICULUM & INSTRUCTION

Ed. Psych. 411 - Statistical Methods I
Ed. Psych. 412 - Statistical Methods II
Ed. Psych. 441 - Cognitive Development of the Child
Ed. Psych. 444 - Family & Individual in the Community
Ed. Psych. 445 - Socio-Emotional Development of the Child
Ed. Psych. 446 - Adolescent Development
Ed. Psych. 514 - Attitude Measurement
Ed. Psych. 515 - Noncognitive Educational Measurement
Ed. Psych. 545 - Family Development
Ed. Psych. 547 - Comparative Study of the Family
Ed. Psych. 548 - Theories of Child Development
Ed. Psych. 549 - Human Development & Behavior
Ed. Psych. 559 - Psych. Foundations of Learning
Ed. Psych. 584 - Seminar in Child Development or Family Relations
C&I 400 - Sociology of Education
Elem. Ed. 520 - Early Child EducationI
Elem. Ed. 521 - Early Child Education II
C&I 533 - Corrective Techniques in Math Education
Lib. Sci. 403 - Children's Literature

READING

Rdng. 525 - Psychological Factors in Reading Instruction
Rdng. 530 - Teaching the Language Arts
Rdng. 531 - Selection & Evaluation of Reading Materials
Rdng. 532 - Individualizing Reading Instruction
Rdng. 641 - Diagnosis of Reading Disabilities

PSYCHOLOGY/SOCIOLOGY

Psych. 443 - Child Behavior
Psych. 502 - Introduction to Personality
Psych. 503 - Psychology of Adjustment
Psych. 504 - Abnormal Psychology
Soc. 521 - Sociology of Childhood
Soc. 552 - Culture & Personality

Minimum course requirements for concentration in behavioral disorders.

Sp. Ed. 500	3 credits
Sp. Ed. 503	3 credits
Sp. Ed. 511	3 credits
Sp. Ed. 550	3 credits
Sp. Ed. 551	3 credits
Sp. Ed. 603	3 credits
Sp. Ed. 613	3 credits
Sp. Ed. 623	3 credits
Ed. Psych. 420	3 credits
	27 credits
Approved Electives	
Block A	6 credits
Block D	6 credits
	12 credits
TOTAL	39 credits

READING CONCENTRATION

The special education student desiring an additional concentration in the area of reading should take the following program:

Sp. Ed. 500	3 credits
Sp. Ed. 501, 503, or 504	3 credits
Sp. Ed. 511	3 credits
Sp. Ed. 550	3 credits
Sp. Ed. 551	3 credits
Sp. Ed. 601, 603 or 604	3 credits
Sp. Ed. 611, 613 or 614	3 credits
Sp. Ed. 621, 623 or 624	3 credits
Ed. Psych. 420	3 credits
	27 credits
Approved Electives-Block A	6 credits
Reading Concentration	9 credits
TOTAL	42 credits

The Reading courses that make up the reading concentration block are as follows:

Rdng. 641 - Diagnosis of Reading Disabilities	3 credits
Rdng. 642 - Remedial & Corrective Reading	3 credits
Rdng. 643 - Problems in Clinical Reading	3 credits

EARLY CHILDHOOD CONCENTRATION

The special education student desiring an additional concentration in the area of early childhood education should take the following program:

Sp. Ed. 500	3 credits
Sp. Ed. 501, 503, or 504	3 credits
Sp. Ed. 511	3 credits
Sp. Ed. 550	3 credits
Sp. Ed. 551	3 credits
Sp. Ed. 601, 603, or 604	3 credits
Sp. Ed. 611, 613, or 614	3 credits
Sp. Ed. 621, 523, or 624	3 credits
Ed. Psych. 420	3 credits
	27 credits
Approved Electives-Block A	9 credits
Elem. Ed. 513 - Language & Communication	
Elem. Ed. 514 - Psychology of Learning	
Elem. Ed. 517 - Child Development Seminar	
Early Childhood Concentration	9 credits
TOTAL	45 credits

The Early Childhood Education courses that make up the concentration block are as follows:

Elem. Ed. 520 - Early Childhood Education I
Elem. Ed. 521 - Early Childhood Education II
Elem. Ed. 687 - Clinical Experience-Early Childhood

Students in Special Education who hold an elementary certificate may obtain endorsements in an area of Special Education and Early Childhood upon completion of the program outlined above.

Students holding secondary certificates or students who do not have a teaching certificate may take the National Teachers Exam, elementary section, to obtain such certification from the State Department of Education; then add the above endorsements through the completion of the outlined course work.

SPECIAL SUPERVISOR CONCENTRATION

Upon completing the required course work listed in this section, the graduate student will receive certification in a specific area of Special Education plus certification as a special supervisor. The Special Education student desiring an additional concentration in the area of administration should take the following program:

Sp.Ed. 500	3 credits
Sp.Ed. 501, 503, 504	3 credits
Sp.Ed. 511	3 credits
Sp.Ed. 550	3 credits
Sp.Ed. 551	3 credits
Sp.Ed. 601, 603, 604	3 credits
Sp.Ed. 611, 613, 614	3 credits
Sp.Ed. 621, 623, 624	3 credits
Ed. Psych. 420	3 credits
	27 credits
Approved Electives - Block A*	6 credits
Ed. Adm. Concentration	15 credits

*C&I 514 - Psychology of Learning is required.

The Educational Administration courses that make up the concentraion block are as follows:

Ed. Adm.	400 - Public School Organization & Adm.	3
Ed. Adm.	500 - Staff Personnel Administration	3
Ed. Adm.	510 - Principles of Supervision	3
C&I	410 - Philosophy of Education	3
C&I	500 - The School Curriculum	3
		15

To complete requirements for certification in administration, the student must take an internship for one school year in a local school district under the supervision of the College of Graduate Studies.

The Master's degree and certification in Special Education are awarded upon the completion of the coursework listed above. The special supervisor's certificate is awarded upon the completion of the internship which follows the coursework.

SPECIAL WORKSHOPS

Students will have the opportunity to enroll in Special Education workshops given by the staff in Special Education throughout the academic year and the summer sessions. These vary in both length and credit. Announcements are made in all Special Education classes and through all appropriate media prior to enrollment dates. The content generally deals with the mentally retarded, specific learning disabilities, and behavioral disorders. In addition, workshops on the gifted are offered during the summer sessions. During the year there will be programs on language development, materials acquisitions, mainstreaming, etc. Syllabi and course descriptions for all workshops are available in the Special Education office as soon as they are publically announced.

G-1.5 USE OF GUIDELINES DEVELOPED BY NATIONAL LEARNED SOCIETIES AND PROFESSIONAL ASSOCIATIONS

Standard: In planning and developing curricula for its advanced programs, the institution gives due consideration to guidelines developed by national learned societies and professional associations for the preparation of teachers and other professional school personnel.

USE OF GUIDELINES DEVELOPED BY NATIONAL LEARNED SOCITIES AND PROFESSIONAL ASSOCIATIONS

Presently there are no national standards in teacher education in Special Education. The Council for Exceptional Children (CEC), the largest professional organization of special educators in the United States and Canada, is involved in a Professional Standards/Guidelines Project. Although this project is far from complete, there is data available that gives some general guidelines in teacher preparation. Reynolds and Jenkins (1973) sent a brief questionnaire to teachers, teacher educators, and members of the Council for Administrators in Special Education. They were asked to indicate five changes anticipated in the next decade. These response categories are summarized as follows, and in the order of importance:

Changing Administrative Arrangement

More mainstreaming....fewer self-contained special classes.... more resource rooms....decreasing numbers of classes for mildly handicapped....decategorization....dislabeling....more supportive roles for special educators....more individualization of instruction for all....demise of the medical model....more organization around learning problems and needs.

Changes in Teacher Education

More performance or competency-based orientation....more field-based....decategorization trend....more continuing education.... more training in special education directed to regular teachers.... more use of modern technology....higher standards on everything.... new roles, especially emphasizing diagnostic and consulting functions.

New Programs for Children with Severe Handicapping Conditions

Court imperatives on including all children in education.... deinstitutionalization....more community based programs....institutions for only profoundly handicapped....due process on all exclusions.... more decentralization of programs.

Age Extensions

More early childhood programs....expanding infant and parent education programs....more preventive programs....expanded secondary and vocational school programs....more adult education for the handicapped.

Improved Curriculum and Teaching Methods

Better diagnosis....specific diagnosis and prescriptive procedures.... more humanistic orientation....more behavioristic orientation....precision teaching....more "learning problems" orientation.

Accountability

More explicit setting of goals and objectives in all programs.... more emphasis on meaningful measurement....demands for cost data.... more pressures for plans and accounting.

More Use of Paraprofessionals

More differentiated staffing....more use of volunteers....more technicians.

Although there are problems in grouping in categories, at least this preliminary data would indicate the following. Teacher education will be emphasizing: 1) the keeping of handicapped children in regular classrooms when possible, with all teachers more educationally involved in learning problems and needs; 2) competency-based and field-centered programs in the area of diagnosis and remediation; 3) the preparation of teachers to work with both younger and older handicapped children; 5) diagnosis and prescription toward the improvement of the curriculum; 6) being more accountable for the teaching done; and 7) training non-professionals to work with handicapped children.

The program in Special Education described herein has attempted to build in much of what is indicated as anticipated changes in the coming years. It emphasizes the ability to teach children in either self-contained or regular classes, emphasizes competency-based education at the graduate level and in the field, gives teachers the preparation necessary to work with severe handicapping conditions in Specific Learning Disabilities, and Behavioral Disorders, and is diagnostic-prescriptive oriented in nature. Although there is no emphasis on paraprofessionals, since this is a graduate college only, the students in the program are given instruction in how to best utilize aides in and out of the classroom.

The Board of Directors of the National Association for Retarded Citizens (NARC) (1973) has published a booklet entitled Teacher preparation and certification. This is basically a position paper that also includes a series of recommendations. The suggested areas of instruction are discussed below.

Basic Knowledge Area. Content here stresses an understanding of retarded in the schools, the role of education, early intervention, labelling, treatment, characteristics, definitions and prevalence, related correlations, educational implications, models, and current problem areas.

Methods and Techniques Areas. The emphasis here is how to teach the retarded, including a variety of methods, session lengths, audio-visual techniques, evaluation methods, and competence demonstration.

Curriculum Area. The development of realistic goals, and appropriate activities, familiarity with activities and materials, both teacher made and commercial, evaluation of materials, activities and goals, as related to student abilities and needs are all curriculum considerations that should be covered in class work.

Demonstration Area. This correlates to internship/practicum, evidences ability to educate the retarded by placing students in situations similar to those that will be their actual work experience, requiring them to assume all teacher responsibilities for over a minimum of eight weeks.

As with the standards and guidlines as set forth by CEC, the College of Graduate Studies Special Education Department meets or exceeds all the above through the courses and related field experiences in both the existing and proposed programs. Students are exposed to the characteristics of the retarded through an indepth course that specifically deals with all the topics as proposed by NARC. Methods and curriculum are covered in two diagnostic-remediation courses, and in the required course in methods and materials. And, demonstration areas are covered throughout most courses as students are required a large amount of field experiences

in many of the courses, plus a final internship/practicum experience under direct supervision.

As the professional standards continue to be developed and finalized, the faculty in the Department of Special Education will continue to modify the program in any necessary way to maintain a program that will equal and hopefully exceed the national standards once they are completely developed. All the faculty are members of the National Council for Exceptional Children, and the Association to Help Retarded Citizens, and all receive the guideline reports as they are published. Thus, evaluating the teachers education program in light of the published data from CEC and NARC will be continuous and ongoing throughout the life of this program.

BIBLIOGRAPHY

National Association for Retarded Citizens. Teacher preparation and certification, 1973.

Reynolds, M. C., and Jenkins, O. L. A note on the "future" of special education. Arlington, Va.: Council for Exceptional Children, 1973.

G-1.6 QUALITY CONTROLS

G-1.61 GRADUATE CREDIT

Standard: Institutional policies preclude the granting of graduate credit for study which is remedial or which is designed to remove deficiencies in meeting the requirements for admission to advanced programs.

GRADUATE CREDIT

The College of Graduate Studies was designed to provide programs to meet the needs of persons studying at the graduate level only. Undergraduate credit cannot be given for any work completed at COGS.

All students who are accepted into both the master's program and the credential sequence in the Department of Special Education must take an entrance evaluation. This measures the student's knowledge in the field of special education. The purpose of this examination is to help in planning the student's program toward degree and credential requirements. The coursework provided for the student to meet these requirements is offered for graduate credit only.

Those entering from outside the field of elementary education are also required to take the National Teachers Examination (NTE). The NTE is used for evaluating the academic skills. If a person desires to enter the special education program from outside the elementary education field, and shows deficits in academic skills areas, he is referred to undergraduate institutions in the area to take the necessary coursework to remediate the deficit areas. The remedial work taken at an undergraduate institution is in addition to the graduate program and carries undergraduate credit only from that institution.

In keeping with the admission requirements and other academic policies statement, as adopted by the College of Graduate Studies on January 18, 1974, graduate work of high quality may be transferred into the Department of Special Education. This must have been completed within the past seven years, and must not exceed twelve (12) credit hours. Such credit may be transferred only after the student has applied for admission and if the faculty member responsible for the program recommends such action to the Dean of the Division of Behavioral Studies.

Further, seniors may take certain selected courses in the Department of Special Education. These courses are open only to undergraduates who apply for visiting student status. Since all courses are clearly graduate in nature, permission will be given only to those students who demonstrate the ability and desire to enrich their undergraduate programs. Further guidelines for undergraduates taking such courses are spelled out in the College of Graduate Studies Admission Requirements.

G-1.62 GRADUATE LEVEL COURSES

Standard: At least one-half of the requirements of curricula leading to a master's degree and to a sixth-year certificate or degree are met by courses, seminars, and other learning experiences offered only to graduate students; at least two-thirds of the requirements of curricula leading to the doctorate are met by courses, seminars, and other learning experiences offered only to graduate students.

GRADUATE LEVEL COURSES

The College of Graduate Studies does not offer anything but graduate level courses. Thus, all courses taught in the Department of Special Education are graduate levely only. At a maximum, only twelve (12) units of approved credits can be transferred in by any student, under conditions set forth by the COGS admissions requirements documents, and these must be graduate level in nature.

All courses, with rare exceptions of a very limited number of seniors who may be allowed to take graduate level courses while completing their undergraduate program, have only graduate students as members. These courses are not open to any other than the occasional senior who has applied for advance standing.

G-1.63 RESIDENCE STUDY

Standard: Some period of full time continous residence study, or provision for comparable experiences, is required for candidates pursuing advanced degrees other than the doctorate; at least one academic year of full-time continous residence study is required for candidates pursuing the doctorate.

RESIDENCE STUDY

One of the objectives of the Board of Regents "Plan for Progress for Higher Education in the Seventies" was to "provide higher education at times, places, and cost levels which will encourage the maximum number of citizens of all ages to participate and benefit therefrom." Thus, graduate education is provided for a group of people who are part-time in nature. A majority of the students are fully employed and can only attend classes in the late afternoons, evening hours, and on week-ends. Therefore, there is not a residence requirement in the traditional sense.

However, the sequence of courses are hierarchial in nature and the student must move through the program in a sequential manner. As the student progresses through the sequence, in essence the residency requirement is being fulfilled. For example, all candidates are exposed to some form of research and writing in each class. Initially, this is the form of reviewing books and moving through small to larger research papers. This activity culminates in a seminar in which an analysis of the literature in the field is done and a topic is delineated for intensive study, followed by the problem solving course in which the student prepares a paper or produces a product in conjunction with the course. Throughout the sequence, because of the limited course loads and availability of faculty, there is a great opportunity for students to work closely with the faculty.

G-1.7 CONTROL OF ADVANCED PROGRAMS

Standard: The primary responsibility for initiation, development, and implementation of advanced programs lies with the educational faculty.

CONTROL OF ADVANCED PROGRAMS

Within the Department of Special Education, the control of the advanced programs is in the hands of the faculty-as-a-whole. A Departmental Curriculum Committee is responsible for the reviewing of all course additions and deletions, and for program development. The elected committee looks at all requests in light of the total existing program and the future projections. They investigate any overlaps or missing elements. The recommendations are then passed on to the faculty-as-a-whole for their recommendations.

A Departmental Advisory Committee is also called upon to review any course or program changes, and their recommendations are carried to the faculty-as-a-whole. Members of this committee are listed under the committee heading in the following sections on governance.

All departmental requests are then forwarded to the Dean, Division of Behavioral Studies. The Dean has an appointed in-house Educational Advisory Committee that will act upon all departmental requests. This decision is then forwarded to an all-college group, the Academic Affairs Committee. This committee then routes its recommendations through the Faculty Representative Assembly to the Academic Vice President. That recommendation is forwarded to the Board of Regents for their reaction and decision.

The Special Education faculty is totally responsible for the initiation, development, and initial approval of all programs and courses. No changes can occur unless instituted at that level. All faculty are encouraged to develop courses and programs in their areas of expertise, and to work with other faculty members in program development.

The College of Graduate Studies does not have the traditional off-campus courses. Many courses are taught in the community, but all are part of the regular program, and are normally taught by the regular full-time faculty. All such courses are under the direct control of the Department. If any are taught

by affiliate faculty members, they follow the course syllabi as prepared by regular full-time faculty.

The faculty governance format followed by the Department, as previously mentioned, is that of committees recommending to the faculty-as-a-whole for the final decision. In this manner preliminary work can be done in small committees, and the final decisions can be made more rapidly and with a greater amount of data available. These committees, along with their make-up, and role definitions are listed below.

FACULTY GOVERNANCE

The faculty of the Department of Special Education operates on the following format. All departmental decisions are made through the Faculty as a Whole, with each full-time faculty and joint-appointment faculty (50% and over COGS appointment) carrying one vote, and each affiliate member carrying 1/3 vote (equal to one course normally taught by affiliate faculty using a three course load as full-time equivalent).

On the basis of the total faculty governance, the following committees have been established in order to expedite the full efficiency of the department. They include:

Departmental Curriculum Committee (3 faculty and 1 student)

Responsible for initial review and recommendations on course additions, or delitions, and general program development.

Will evaluate any course or program changes in light of the total departmental program in order to minimize duplication or lack of sequence between programs and courses. Recommendation on the above carried to the faculty-as-a-whole.

Departmental Admissions & Rentention Committee (3 faculty)

Responsible for initial screening of scores, grades and letters of recommendation. Also responsible for setting up, and constituting each intake interview. Recommendations on acceptance or rejection carried to the faculty as a whole for final decision.

Responsible for review of each student who fails to meet the minimum

academic criteria within the Department of Special Education. Recommendations for action to be taken will be presented to the faculty-as-a-whole.

Departmental Personnel Committee (3 faculty)

Presently no committee is necessary as all requests for tenure, and promotion are forwarded to a committee convened by the Deans Vice President of Academic Affairs. As COGS grows, it is anticipated this committee will need to be activated at the Department level.

Departmental library Committee (3 faculty and 3 students)

Responsible for coordinating requisitions for books, journals, and tests to be forwarded to the Dean of Behavioral Studies. All requests of this nature MUST BE channeled through this committee in order to avoid duplication, and to develop a more comprehensive library.

DEPARTMENTAL ADVISORY COMMITTEE(Appointed committee)

This committee is made up of the "consumers" of the Special Education program. It consists of representatives from various public agencies within the community. The members are: Dr. Kenneth Underwood, Kanawha County Superintendent of Schools; Dr. Mildred Bateman, Director of Mental Health, State of West Virginia; Mr. Russell McQuain, Executive Director, West Virginia Commission on Mental Retardation; Miss Margaret Pace, Teaching-Principal, Park Ungraded School, Bluefield, West Virginia; Mr. Michael Sullivan teacher and former student of the Special Education Department, classes for trainable mentally retarded children, Shawkey School, St. Albans, West Virginia; and Mrs. Betty Mann, Regional Education Specialist, RESA, Region I, Beckley, West Virginia. The committee will meet at least twice yearly to review the program, its changes, and future plans, and advise in any way possible to aid in the development of a quality program. One major role will be serving as advisors

regarding program emphasis as it relates to the trends in the public schools and agencies in the education and responsibilities of teachers to the handicapped child.

DEPARTMENTAL EVALUATION COMMITTEE (3 faculty)

Responsible for scheduling all departmental-wide tests, including entrance evaluations, basic skills evaluations, core-evaluations and comprehensives. The committee will set dates, issue a call for the questions, develop, produce and administer the tests. Also, it will be responsible for the appointment of the faculty to read and evaluate the examinations, and the recording and reporting of the results to the Departmental Chairman.

DEPARTMENTAL CHAIRMANSHIP

The chairman of the department will be elected by the members of the faculty of Special Education every two years. All members of the faculty who hold an appointment of assistant professor or above are eligible for the chairmanship. It is assumed that all members of the faculty with such appointments will be available for nomination. Personal reasons for the withdrawal of a name from eligibility will be considered by the faculty-as-a-whole, but it is assumed that each member will consider it a responsibility to serve as chairman if so elected. A chairman may succeed himself only for one two year term, upon a favorable vote of the faculty.

As the Department of Special Education continues to grow and expand, both in faculty and programs, other committees will need to be constituted, and revisions made of the present ones. It is anticipated that each year the faculty as a whole will evaluate committees, and assignments to them will be made in preparation for the following year's activities. All such assignments will be made before the close of the academic school year in May. Any new faculty

joining the department in September can be appointed to committees at their request, and the discretion of the Chairman.

G-2. FACULTY FOR ADVANCED PROGRAMS

G-2.1 PREPARATION OF FACULTY

Standard: Faculty members teaching at the master's level in advanced programs hold the doctorate with advanced study in each field of specialization in which they are teaching or have demonstrated competency in such fields; those teaching at the sixth-year and doctoral levels hold the doctorate with study in each field of specialization in which they are teaching and conducting research. Faculty members who conduct the advanced programs at all degree levels are engaged in scholarly activities that supports their field of specialization and have experience which relates directly to their respective fields.

PREPARATION OF FACULTY

As of Spring Semester, 1974, there were four full-time faculty of the Department of Special Education. It is anticipated that by September, 1975 (Fall Semester) that the faculty will be expanded to nine persons on the campus located at Institute, and two at the Concord-Bluefield campuses, located in the southern West Virginia area. In addition, Dr. Milton Grodsky, Academic Vice President, teaches a special topics course for the department in the area of human physiology.

Four of the present faculty members hold doctorate degrees from accredited universities. Three of these are in the area of special education, and one in psychology. One member holds a master's degree in mental retardation and has five years of public school teaching in special education, plus being a demonstration teacher and instructor at Marshall University, Huntington, West Virginia, before joining the faculty at COGS.

As of July 1, one person with a doctorate in mental retardation will join the faculty and will teach courses and coordinate the COGS Special Education program at the Bluefield-Concord campuses. The search is on for a second person with a doctorate to join him in teaching and program development.

It is anticipated that a minimum of four new faculty members will be added to the staff by September 1. Areas to be covered will be early childhood education for the handicapped, speech/hearing and deaf education, learning disabilities, and behavioral disorders. All will have doctorates, or will be the rare and unusual person who has demonstrated competencies and abilities equal to that of a doctorate level person.

A breakdown of the current faculty, by education and experience, follows along with a detailed vitae of each person. All are presently engaged in

supervision of field-related experiences of the graduate students at COGS. All have community based activities and committments, and most are involved in some form of writing and/or research. One of the members also serves as the State Coordinator of the Special Education Instructional Materials Services in West Virginia. Another serves on a one-third appointment to the Kanawha County Schools as a consultant to the Title VI-G Learning Disabilities Project. Thus, not only is the faculty well prepared in the field of special education, and in areas of concentration in which they teach, but they are also very involved in ongoing projects within the college and the community.

CURRENT FACULTY

Name	Yrs. Experience: Public School	Yrs. Experience: College	Highest Degree Earned	Grad. Hrs. Beyond Degree	Major & Minor Areas for each Degree	Institution Granting Degrees	Pres
lumberg, Allen	6 yrs.	11 yrs.	Ed.D.	0	Elementary Sp. Ed. Sp. Ed.	B.S., U. of Wisc. Ed.M., Wayne State Ed.D., Syracuse	Firs Sp Sp Seco Sp Sp
ook, Iva Dean	5 yrs.	6 yrs.	M.A.	15	Mental Retard.	A.B. Marshall U. M.A. Marshall U.	Firs Sp Seco Sp
rodsky, Milton	0	6 yrs.	Ph.D.	0	Psychology Psychology Psychology	B.S. Wisconsin M.S. U. of So. Dakota Ph.D. Emory	Seco Sp
orn, William	4 yrs.	3 yrs.	Ed.D.	0	Elementary Sp. Ed. Sp. Ed.	A.B. Waynesburg M.A. W. Va. U. Ed.D. W. Va. U.	Firs Rd Sp Seco Rd
cIntosh, Dean	3 yrs.	7 yrs.	Ed.D.	0	Social Studies Sp. Ed. - C&G Sp. Ed. - C&G	B.A. Colorado S. U. M.A. UCLA Ed.D. UCLA	Firs Sp Seco Sp
artin, James	6 yrs,	14 yrs.	Ed.D.	0	Science Ed. Psych./Guidance Mental Retard.	B.A. Miss. Col. M.A. Fla. State U. Ed.D. Syracuse	To be

CURRENT FACULTY

ce / e	Highest Degree Earned	Grad. Hrs. Beyond Degree	Major & Minor Areas for each Degree	Institution Granting Degrees	Present Teaching Assignment (Course Numbers) (by Semester)
	Ed.D.	0	Elementary Sp. Ed. Sp. Ed.	B.S., U. of Wisc. Ed.M., Wayne State Ed.D., Syracuse	First Semester Sp. Ed. 400 Sp. Ed. 409 Second Semester Sp. Ed. 400 Sp. Ed. 401
	M.A.	15	Mental Retard.	A.B. Marshall U. M.A. Marshall U.	First Semester Sp. Ed. 502-503 Second Semester Sp. Ed. 407-502
	Ph.D.	0	Psychology Psychology Psychology	B.S. Wisconsin M.S. U. of So. Dakota Ph.D. Emory	Second Semester Sp. Ed. 504
	Ed.D.	0	Elementary Sp. Ed. Sp. Ed.	A.B. Waynesburg M.A. W. Va. U. Ed.D. W. Va. U.	First Semester Rdng. 421 Sp. Ed. 407-600 Second Semester Rdng. 421 & Sp. Ed. 504-602
	Ed.D.	0	Social Studies Sp. Ed. - C&G Sp. Ed. - C&G	B.A. Colorado S. U. M.A. UCLA Ed.D. UCLA	First Semester Sp. Ed. 404-500 Second Semester Sp. Ed. 500-501
	Ed.D.	0	Science Ed. Psych./Guidance Mental Retard.	B.A. Miss. Col. M.A. Fla. State U. Ed.D. Syracuse	To begin July 1, 1974

BLUMBERG, ALLEN, ED.D.
Professor and Chairman
Appointment: September 1, 1972

EARNED DEGREES

B.A. Degree - University of Wisconsin in Milwaukee, 1948
Major Elementary Education

M.Ed. Degree - Wayne State University, Detroit, 1952
Major Special Education

Ed.D. Degree - Syracuse University, 1964
Major Special Education

EDUCATIONAL EXPERIENCES

Roosevelt Jr. High (Milwaukee, Wisconsin), 1948-1951, Social Studies and English

Woodward High School (Cincinnati, Ohio), 1952-1955, Secondary Program for EMR

Grant Jr. High (Syracuse, New York), 1955-1958, Secondary Program for EMR

Marshall University (Huntington, West Virginia), 1958-1963, Chairman and Associate Professor of Special Education

West Virginia Commission on Mental Retardation (1964-1968), Planning Coordinator

West Virginia Kanawha Valley Graduate Center (1968-1971), Associate Professor of Special Education and Chairman

University of Hawaii (1971-1972), Associate Professor and Chairman

West Virginia College of Graduate Studies (1972-present), Professor and Chairman of the Special Education Department.

LOADS

Fall Semester 1973

Special Education 400 - Survey of Exceptional Children	3 hrs.
Special Education 409 - Behavior Management of Exceptional Children	3 hrs.
Chairman of Department: Responsibilities, equivalent to	3 hrs.

Spring Semester 1974

Special Education 400 -	Survey of Exceptional Children	3 hrs.
Special Education 401 -	Characteristics of the Mentally Retarded	3 hrs.

Other College Assignments:

Chairman, Operations Committee
Chairman, Search Committee for Librarian
Student Advisement

CURRENT PROFESSIONAL AND ACADEMIC ASSOCIATION MEMBERSHIP
*(Indicate those in which attended or participated)

* Council for Exceptional Children
American Association on Mental Deficiency
* Division of Teacher Education, Council for Exceptional Children
* Division of Mental Retardation, Council for Exceptional Children
* Kanawha Association ofr Retarded Children

CURRENT NON-TEACHING PROFESSIONAL ASSIGNMENTS AND ACTIVITIES

A. Consulting Services

Consultant to West Virginia Department of Mental Health
Consultant to Bronco Junction Camp for Asthmatics
Member, State of Hawaii Committees on the Master Plan in Special Education
Consultant West Virginia Board of Regents Subcommittee on Special Education

B. Additional Activities

Developed first sheltered workshop for the mentally retarded in the State of West Virginia, 1960

Developed first State Olympics for the Mentally Retarded, June 1968

Originated State Material Center in Special Education as an affiliate of the University of Kentucky Special Education Material Center.

Television Program of Parents of Profoundly Mentally Retarded Working with their Children by means of Operant Conditioning, Charleston, West Virginia, May 1971.

Distar Workshop, Charleston, West Virginia, June 1971.

"The Exceptional Child and the Family" member of the faculty who prepared TV Tape for WMUL for presentation in January, 1974.

PUBLICATIONS

A Plan Called Promise, West Virginia State Comprehensive Plan for the Mentally Retarded, 1966.

Training of Parents of Profoundly and Severely Mentally Retarded Children in Handling Behavior at Home, Project No. 70-019-015, Title I, Higher Education, Act of 1965, September 1, 1970 - August 31, 1971.

West Virginia Master Plan on Preparing Teachers for Special Education, West Virginia Board of Regents, 1973.

Testimony before the U.S. Senate Subcommittee on the Education of the Handicapped. March 21, 1973, Washington, D.C.

"Training Special Education Teachers to Use New Methods," Education and Training of the Mentally Retarded. April, 1974.

RESEARCH DEMONSTRATION GRANTS

Physical Arts for the Mentally Retarded - a summer project, Title VI - E.S.E.A., 1969.

A Pilot Project for Preparing Special Education Teachers in New Methodologies Project No. 70-018-001, Title I - Higher Education Act 1965, September 1, 1969 - August 31, 1970.

Training of Parents of Profoundly and Severely Mentally Retarded Children in Handling Behavior at Home - Project No. 70-018-015, Title I, Higher Education Act 1965, September 1, 1970 - August 31, 1971.

RESEARCH PENDING

The use of a learning center facilitating relevant educational placement in young handicapped children, a community demonstration project. Bureau of the Handicapped, U.S. Office of Education.

HONORS, AWARDS, AND OFFICES HELD

Outstanding Citizen - Honorary West Virginian 1971

First Winner of Outstanding Teacher of the Year, West Virginia University - Kanawha Valley Graduate Center

Invited to the White House by President Lyndon Johnson for signing of the Mental Retardation Amendment Act 1967

Having the Administration Building named in my honor at the Green Acres Residential Center, a regional residential home for the mentally retarded, Huntington, West Virginia

"The Man Who Loves Retarded Children" by C. T. Mitchell, West Virginia Illustrated, July 1971.

GUEST SPEAKER

First Pacific Conference on Mental Retardation, July 1972, Singapore

"Special Education in the Far East" Council for Exceptional Children, Dallas, Texas, April 1973.

COOK, IVA DEAN
Assistant Professor
Graduate Faculty
Appointment: June, 1970

EARNED DEGREES

A.B. Degree - Marshall University 1963 Mental Retardation

M.A. Degree - Marshall University 1967 Mental Retardation

Advanced Graduate Work WVU-KVGC 1969-70

EDUCATIONAL EXPERIENCES

1963-65 Fairfield School, Huntington, West Virginia, Teacher

Summer 1964 Marshall University, Demonstration Teacher, Special Education

Summer 1965 Marshall University, Demonstration Teacher, Special Education

1966-67 Marshall University, Instructor

1967-70 Fairfield School, Teacher

Summer 1969 West Virginia University-Kanawha Valley Graduate Center, Demonstration Teacher, Special Education

1970-72 West Virginia University-Kanawha Valley Graduate Center, Institute, West Virginia, Instructor of Special Education and State Coordinator of Special Education Instructional Materials Services in West Virginia

1972-present West Virginia College of Graduate Studies, Institute, West Virginia (Successor to WVU-KVGC) Assistant Professor of Special Education and State Coordinator Special Education Instructional Materials Services in West Virginia

LOADS

Fall 1973

Special Education 502 - Selection and Development of Special Education Materials

Special Education 503 - Vocational Education for the Handicapped Adults and Adolescents

Spring 1974

Special Education 407 - Reading for the Mentally Retarded

Special Education 502 - Selection and Development of Special Education Materials

Other College Assignments:

Member of Special Education Self Study

Member Academic Affairs Committee

Assisted in rewriting the Special Education Program

Coordinator, Special Education Instructional Materials Center

CURRENT PROFESSIONAL AND ACADEMIC ASSOCIATION MEMBERSHIP

American Association on Mental Deficiency

Council for Exceptional Children

State Membership Chairman, West Virginia Federation of Council for Exceptional Children

President Elect, West Virginia Federation of Council for Exceptional Children

Member, Kanawha Association for Retarded Children

Review Board of Research Press, Champaign, Illinois, 1972-73
Advisory Board, Region III Early Childhood Education, West Virginia, 1972-73
National Advisory Board, Special Training Project: Supplementary Education for Administrators of Resource Centers for the Handicapped (Project SEARCH), 1972-present
Member, Development of Basic Remedial Education for the Handicapped Advisory Council, West Virginia, 1972-present
Regional Advisory Board, University of Kentucky Regional Special Education Instructional Materials Center (Kentucky, Tennessee, North Carolina, West Virginia), 1971-present
Executive Board, West Virginia Federation Council for Exceptional Children, 1971-present
Member, COGS Academic Affairs Committee, 1973-

CURRENT NON-TEACHING PROFESSIONAL ASSIGNMENTS AND ACTIVITIES

A. Consulting Services

Northwest Regional Education Laboratory, Portland, Oregon, Compilation of Vocational Education Materials for Special Education, disseminated nationally, 1972-73.
Vocational Education Exemplary Research Project, West Virginia, 70-E-13, 1972-73.
West Virginia School for the Deaf and Blind, Methods and Materials, 1971-present.
Vocational Rehabilitation, Institute, West Virginia, establishing an occupational information class, 1972-73.
EMC Corporation, Minneapolis, Minn., 1972.
West Virginia Department of Mental Health, Methods and Materials, 1971-present.
Southern West Virginia Regional Health Council, Methods and Materials, 1971-73.
Charleston Job Corp Center, Remedial Reading, 1972.
OIC Charleston, West Virginia, Methods and Materials, 1971-73.
Roanoke County Schools, Roanoke, Virginia, "Behavioral Objectives Met Through Learning Centers," Workshop, 1972.
Lynchburg, Virginia, "Occupational Education, Primary Through Secondary," Workshop, 1972.
Fairfield School, Huntington, West Virginia, 1971-present.
Division of Special Education Regional Supervisors, Methods and Materials, 1971-present.

B. Presentations in West Virginia

"Improving Permanent Record Cards," Cabell County Permanent Record Card Committee, February, 1971.
"Vocational Education for the Mentally Retarded," Cabell County Special Education In-service, April, 1971.

"Audio-Visual Occupational Education Materials," Huntington State Hospital for Vocational Rehabilitation Instructors, May, 1971.

"Increasing Perceptual-Motor Skills," Charleston Day Care Center, June, 1971.

"Theory, Use of Test Data and Instructional Materials of the Frostig Program," Cabell County Diagnostic Center, June, 1971.

"Curriculum for the Mentally Retarded," Fayette County In-service, August, 1971.

"State IMC Network," North Bend State Park for Division of Special Education Staff, August, 1971.

"New Materials for Special Education," Kanawha County In-service, August, 1971.

"Writing Behavioral Objectives," Workshop, September, 1971, Wood Co.

"New Materials for Special Education," Putnam County In-service, September, 1971.

"Film Festival," WVEA, Division Meeting of Council for Exceptional Children, September, 1971.

"Functional Math for Secondary EMR's," Wood County In-service, September, 1971.

"Sequentially Programmed Materials for Primary EMR's," Region II Workshop, Martinsburg, West Virginia, October 5, 1971.

"New Materials and Programs for the Retarded," Putnam County In-service, October, 1971.

"Services and Materials Provided by WVU-KVGC-SEIMC," Marshall University, December, 1971.

"Role of the Rehabilitation Counselor as seen by a Special Education Educator," Vocational Rehabilitation Statewide School Personnel Meeting, Institute, March, 1972.

"Behavior Modification Techniques and Programs for the Trainable Child," Workshop for Supervisors of Day Care Centers in Logan and Mingo Counties, March, 1972.

"Behavior Modification Techniques, Instructional Materials and Services for the Trainable Child," Fayette County Day Care Centers, April, 1972.

In-service Training Workshop, Wyoming County, for Supervisors and Instructors of Day Care Centers of Mercer, McDowell, and Wyoming Counties, April, 1972.

"Piaget's Theory: Implications for Educating the Retarded," Kanawha County, Shawkey School PTA, September, 1972.

"Peabody Individual Achievement Test: Assessment and Use of Test Results," Hawk's Nest, September, 1972.

"Methods and Materials for Teaching Science to the Mentally Retarded," COGS, for West Liberty State College Special Education Department, October, 23, 1972.

"Methods and Materials for Teaching Science and Social Studies to the Mentally Retarded," COGS, for Ohio University Special Education Class, October 24, 1972.

"Occupational Education: Primary Through Secondary," Putnam County Workshop, November, 1972.

"Learning Centers," Workshop, Putnam County, Fayette County, December 15, 1972.

"New Tests and Instructional Materials," COGS, Demonstration for Cabell County Special Education Language Arts Teachers, January, 1973.

"Methods and Materials for Educating the Adult Mentally Retarded in a Hospital Setting," Huntington State Hospital, May, 1973.
Consultant for "Curriculum Development and Instructional Challenge Workshop" presented at the West Virginia School for the Deaf and Blind, October 19, 1973.
"Preparation of the EMR's for the World of Work," West Liberty State College, June, 1973.
"Classroom Games and Skills for Teaching Basic Skills," Grafton, West Virginia, October 25, 1973.
Materials display for Learning Disabilities Conference, Pipestem, W.Va. November 8-9, 1973.

C. Additional Activities

Developed the Statewide Special Education Instructional Materials Center (SEIMC) at West Virginia College of Graduate Studies (Successor to WVU-KVGC).
Annotated and disseminated a bibliography of SEIMC holdings.
Associate editor, Journal on the Handicapped Child, Spring, 1967-70.
Contributing editor, Journal on the Handicapped Child, 1970-present.
Coordinated with Cabell County Board of Education and SRA Field Verification Study of SRA Math Systems, 1972-73.
Coordinated with UKRSEIMC Field Testing of 100 Computer Based Resource Units (CBRU) in West Virginia, 1972-73.
Coordinated in-service Training for supervisors of Special Education in West Virginia in use of CBRU's.
Coordinated, in cooperation with State Department of Education, Division of Special Education and the UKRSEIMC a state-wide in-service for teacher trainers.
Coordinated a workshop on Learning Centers for West Virginia, May, 1972.
Coordinated with UKRSEIMC, the production and broadcast of six half-hour TV Tapes, September, 1973-74. The tapes were shown twice over WMUL-TV and also in Southern West Virginia through Beckley Educational TV Station.
Coordinated with Science Research Associates a series of eight workshops in West Virginia on "Individualized Instruction Through the Learning Center Process," 1973-74.
Coordinated for Region III of West Virginia a workshop on "Auditory Discrimination: Diagnosis and Remediation."
Prepared a document for Monroe County, "A Suggested Plan for a Resource Center," October, 1973.
"The Exceptional Child and the Family," member of faculty who prepared TV tape for WMUL for presentation in January, 1974.

PUBLICATIONS

Occupational Notebook Program, Student Notebook and Teacher's Guide. Champaign, Illinois: Research Press, 1971.

"A Bibliography for Parents," Journal on the Handicapped Child, IV (June, 1971), 24-40.

HONORS, AWARDS AND OFFICES HELD

Teacher of the Year, WVU-KVGC, 1972

Educator of the Year, 1973, awarded by the West Virginia Association for Retarded Children

Nominee for National Educator of the Year, 1973, nominated by the West Virginia Association for Retarded Children

Selected to be included in the West Virginia Heritage Encyclopedia, soon to be published

GRODSKY, MILTON A., Ph.D.
Professor of Psychology
Graduate Faculty
Appointment: July 16, 1973

EARNED DEGREES

B.S. Degree - University of Wisconsin, 1953 (Major - Psychology; Minor - Chemistry and Zoology)

M.A. Degree - University of Wisconsin, 1954 (Major - Psychology; Minor - Biochemistry)

Ph.D. Degree - Emory University, 1963 (Major - Psychology -- comparative, physiological and developmental)

Certified Psychologist - State of Maryland, 1961-present

EDUCATIONAL EXPERIENCE

University of South Dakota, 1953-54, Research Assistant

Emory University, 1954-55, Research Assistant

Emory University, 1955-56, Ph.D. Fellow

Emory University, 1956-57, Teaching Assistant

Southern Educational Research Service, 1957, Research Associate

U.S. Army Air Defense Human Research Unit, 1957-58, Research Associate

Martin Marrietta Corporation, 1958-59, Senior Engineer

Martin Marrietta Corporation, 1959-60, Human Factors Specialist

Martin Marrietta Corporation, 1960-61, Manager, Life Services, Apollo Program

Martin Marrietta Corporation, 1962, Technical Director of Lunar Landing Similation Performance Studies

Martin Marrietta Corporation, 1962-63, Staff Scientist Research and Development Department

Martin Marrietta Corporation, 1963-64, Technical Director of Studies of Human Reliability for Manned Space Flight.

Martin Marrietta Corporation, 1964-67, Principal Scientist and Manager, Man-Machine Engineering Department

Martin Marrietta Corporation, 1967-69, Program Director, NF-106B Variable Stability Trainer Program

Martin Marrietta Corporation, 1968-69, Program Director, NF-104 Side Stick Control System

Martin Marrietta Corporation, 1969-70, Manager, Variable Stability Training and Flight Control Systems

Virginia Polytechnic Institute, 1966-67, Visiting Assistant Professor of Psychology and Industrial Engineering

Wm. Paterson College of New Jersey, 1970-71, Dean of Graduate and Research Programs and Professor of Psychology

Wm. Paterson College of New Jersey, 1971-72, Vice-President for Academic Affairs and Professor of Psychology and Special Education

West Virginia College of Graduate Studies, 1973-present, Vice-President for Academic Affairs and Professor of Psychology

LOADS

Spring Semester 1974

Special Education 504 - Psysiological Psychology

CURRENT PROFESSIONAL AND ACADEMIC ASSOCIATION MEMBERSHIP

American Psychological Association
American Association of School Administrators
West Virginia Psychological Association
Maryland Psychological Association

PUBLICATIONS

Nutrition and psychological activity in the Albino rat. Preliminary study of controlled thiamine deficiency. Proceedings of the South Dakota Academy of Science. April, 1954 (with R. King).

A note on circulating alkaline phosphates levels in the scorbutic guinea pig. Proceeding of the South Dakota Academic of Science. April, 1954 (with R. King).

Paried - comparison scaling of preferenced of monkeys for non-food stimuli. The American Psychologist, August, 1954. (Abstract)

Taming and susceptibility to audiogenic convulsions. Science, July, 1956 (with W. Bevan and G. Bostlemann).

Learned performance of monkeys after single and repeated X-irradiations. J. Comp. and Physiol. Psychol., October 1956 (with A. Riopelle and H. Ades).

Hoarding in hamsters with systematically controlled pre-test experience. J. Comp. and Physiol. Psychol. June, 1958 (with W. Bevan).

The performance of X-ray irradiated and non-irradiated Rhesus monkeys before, during, and following chronic barbituate sedation. J. Genet, Psychol., July, 1958 (with R. T. Davis, A. A. McDowell, and J. P. Steele).

Reliability and man in space. Proc. East Coast Conf. Aero and Nav. Elect. of IRE, October, 1959 (with R. Sorkin).

A method for anticipating human factors requirements in manned weapon system. IRE National Convention Record, Part 10, March, 1960.

Man's contribution to an operational space station concept. Aerospace Engineering, May, 1960 (with G. Levy).

Human maintenance functions in man-machine systems. IRE WESCON Convention Record, August, 1960 (with G. Levy).

Some Experiments on Human Maintenance Behavior. Paper No. 61-147-18 Joint Meeting of the IAS-ARS, June, 1961.

Crew participation in the Apollo mission. Proceedings NASA-Industry Apollo Technical Conference. (Confidential). July, 1961 (with G. Levy, G. Rosinger, and H. Jacobson).

Risk and reliability. Aerospace Engineering. January, 1962.

An Investigation of Human Performance in Vigilant Situations - Martin Research Memorandum 109, October, 1962, (with G. Levy and A. Miller).

Situational factors in the lateral preference of Rhesus monkeys. Journal of Genetic Psychology, March, 1963 (with J. N. Cronholm and I. Behar).

Integrated mission simulation for long term space flight. Proceedings of AIAA Simulation for Aerospace Flight Conference, August, 1963.

Physical conditioning during simulated lunar landings. J. of Sports

Medicine and Physical Fitness, September, 1964, (with E. Block).

Pilot reliability and skill retention for space flight missions. Air University Review, May, 1965, (with C. Lutman).

Crew reliability during simulated space flight. Journal of Spacecraft and Rockets, June, 1966, (with H. Moore and T. Flaherty).

Operational evaluation of the confinement problem. Proceedings of the NASA Symposium on the Effects of Confinement on Long Duration Manned Space Flight, Washington, D.C., November, 1966.

Man-Machine Simulation in Proceedings of Symposium on Prospects for Simulation and Simulators of Dynamic Systems. Spartan Press, New York, 1967.

Crew reliability and its relationship to system effectiveness. Proceedings of Symposium on Human Performance Quantification in System Effectiveness. U.S. Navy and National Academy of Engineering, Washington, D. C., January, 1967.

The use of full scale mission simulation for the assessment of comple operator performance. Human Factors. Vol. 9, No. 4, August, 1967.

Pilot reliability and skill retention for space flight missions in The U.S. Air Force in Space. Ed. E. W. Down, Frederick A. Praeger, N.Y., 1966 (with G. Lutman).

A Simulation Study of Landing of aTypical Medium L/D Entry Vehicle AIAA Paper No. 67-574. AIAA Guidance, Control and Flight Cynamic Conference, Huntsville, Alabama, August, 1967 (with J. Mandour).

Nf-106B Variable Stability Trainer Final Report. Martin Engineering Report 14882. The Martin Marrietta Corporation, Baltimore, Maryland, June, 1970 (with T. Flaherty, F. Muller, and O. Kaste).

HONORS, AWARDS AND OFFICES HELD

Society of Sigma Xi, 1955

Outstanding Astronautics Achievement Award, American Rocket Society (Maryland Section, 1962)

Chairman, Ad Hoc Committee on Industrial and Military Psychology for Maryland Psychological Association, 1964

Outstanding Educator of America, 1971

Member of the Advisory Committee of The New Jersey Aldin Fund for the Promotion of Research, 1970-73.

HORN, WILLIAM A., Ed.D.
Assistant Professor of Special Education
Graduate Faculty
Appointment: August, 1971

EARNED DEGREES

A.B. Degree - Waynesburg College, 1959
(Major: Social Studies; Minor: General Science)

M.A. Degree - West Virginia University, 1968
(Major: Special Education)

Ed.D. Degree - West Virginia University, 1971

NON-DEGREE COURSEWORK

California (Pa.) State College, 1965-66,
certification to teach the mentally retarded

Penn State (extension), Special Education Certification

University of Maryland (Far East), Seoul, Korea - Language

EDUCATIONAL EXPERIENCE

Elkton Jr. High (Maryland), 1960-61, General Science Teacher

Laurel Highlands School District (Pennsylvania) Primary EMR Teacher,
John F. Kennedy Elementary School

West Virginia University, 1969-70, Part-time Instructor, Special Education

Bloomsburg State College (Pennsylvania) 1970-71, Assistant Professor,
Special Education

West Virginia University, Summer 1971, Instructor, Special Education

West Virginia University/Kanawha Valley Graduate Center,1971-72,
Assistant Professor and Acting Director, Special Education

West Virginia College of Graduate Studies, 1972-present, Assistant
Professor, Special Education

LOADS

Fall Semester 1973

Reading 421 - Reading for Classroom Teachers	3 hrs.
Special Education 407 - Reading for the Mentally Retarded	3 hrs.
Special Education 600 - Seminar on Behavior Disorders	3 hrs.

Spring Semester 1974

Reading 421 - Reading for Classroom Teachers	3 hrs.
Special Education 603 - Exceptional Child and the Family	3 hrs.
Reading 680 - Seminar (w/Dr. Neal)	3 hrs.
Special Education 504 - Special Topics: Preparing for Mandatory Legislation (w/Mr. Ingram)	6 hrs.

CURRENT PROFESSIONAL AND ACADEMIC ASSOCIATION MEMBERSHIP

Member, American Association on Mental Deficiency
Member, Council for Exceptional Children
Council for Exceptional Children Division Memberships
Teacher Education Division
Mental Retardation Division
Division for Children with Learning Disabilities
Division for Educational Diagnostic Services
Member, Association for Retarded Children
Member, Phi Delta Kappa

NON-TEACHING PROFESSIONAL ASSIGNMENTS AND ACTIVITIES

Secretary, Council for Exceptional Children, Division for Educational Diagnostic Services
Consultant, Bureau of Teacher Certification
West Virginia State Department of Education, committees on certification standards - Mental Retardation and Gifted.
Consultant, Division of Special Education, West Virginia State Department of Education
Advisor, Kanawha Association for Retarded Children
Committee on certification standards for administrators of special education (1973)
Local College Contact Person, RSEIMC, University of Kentucky, Lexington
Cooperative Program Project with Marshall University (1971-72)
TV Project with Marshall University (1972)
CARE Project (w/Marshall University and West Virginia University Staff) 1972
West Virginia Board of Regents, committee to develop State Plan for Special Education, research (1971-72)
Faculty Advisor, Student CEC Chapter (1970-71)

PUBLICATIONS

With Comi, Joseph S. "Volunteer Individualized Tutoring in Special Classes" Journal of the Pennsylvania CEC Federation, March 1973.

Writing current in progress:
"Language and Reading Abilities of Mentally Retarded and Normal Students in Rural and Urban Areas" Anticipated publication date, 1974.

PRESENTATIONS

"After Graduation, What?" Program Panelist, Kanawha Association for Retarded Children, March 1974.

"The Exceptional Child and the Family" WMUL TV Tape with members of the faculty of the Department of Special Education, January 1974.

"Labeling, Legislation and Litigation - Special Education in Transition" Logan County CEC, December 1973.

"Psychological Problems of the Mentally Retarded" w/staff from the Commission on Mental Retardation. Project P.U.S.H. - Keyser, April 1973.

"Language and Reading Abilities of Mentally Retarded and Normal Students" AAMD Region IX Convention, University of Delaware, Newark, October 1972.

"Reading and the Mentally Retarded" Tri-County Reading Council, Sutton, September 1972.

McINTOSH, DEAN K., Ed.D.
Associate Professor of Education
Graduate Faculty
Appointment: August 15, 1973

EARNED DEGREES

A.S. Degree - Mesa College, 1957 (Major: Social Science; Minor: Biological Science)

B.S. Degree - Colorado State University, 1959 (Major: Social Science - Education)

M.A. Degree - UCLA, 1964 (Guidance and Counseling and Special Education)

Ed.D. - UCLA, 1966 (Special Education, Guidance and Counseling, and Clinical Psychology)

EDUCATIONAL EXPERIENCE

McNally Intermediate School (LaMirada, CA.) 1959-60, Social Studies Teacher

Los Coyotes Intermediate School (LaMirada, CA.) 1960-62, Social Studies Teacher

UCLA, 1962-63, Research Assistant

UCLA, 1963-66, Teaching Assistant

UCLA, 1965, Internship in Special Education

University of Washington, 1967-68, Summer Session Lecturer in Special Education

University of Hawaii, 1967-73, Director, Western Interstate Commission on Higher Education (WICHE) Work-study Program

University of Hawaii, 1966-70, Assistant Professor, Special Education

University of Hawaii, 1970-73, Associate Professor, Special Education

University of Hawaii, 1972-73, Chairman, Department of Special Education

College of Graduate Studies (W.Va.) 1973-present, Associate Professor of Special Education

LOADS

Fall Semester 1973

Special Education 500 - Clinical Assessment of Exceptional Children
Special Education 404 - Introduction to the Characteristics of the Individual with Specific Learning Disabilities

Spring Semester 1974

Special Education 501 - Prescriptive Remediation in Teaching Exceptional Children

Special Education 500 - Clinical Assessment of Exceptional Children

Other College Assignments:

Member, Academic Affairs Committee
Member, Institutional Research Committee
Chairman, Faculty Welfare Committee

CURRENT PROFESSIONAL AND ACADEMIC ASSOCIATION MEMBERSHIP

Council for Exceptional Children
The Association for the Gifted, Council for Exceptional Children (Hawaii State Chairman, 1968-73)
Division for Children with Learning Disabilities, Council for Exceptional Children (Hawaii State Membership Chairman, 1968-73)
American Association on Mental Deficiency
Phil Delta Kappa
American Association of University Professors
Hawaii Psychological Association
West Virginia Association for Children with Learning Disabilities
Kanawha County Reading Association
Kanawha County Association to Help Retarded Children

NON-TEACHING PROFESSIONAL ASSIGNMENTS AND ACTIVITIES

Consultant, Kanawha County Schools, Charleston, W.Va., Title VI-G Learning Disabilities Project (1/3 time)

Member, State of Hawaii Committee on the Master Plan in Special Education

Board of Governors, National Council for Exceptional Children (Hawaii Representative), 1969-73

Board of Directors, Hawaii Association for Children with Learning Disabilities, 1968-73

Board of Directors, and Vice President, Variety Club School (Private School for Children with Specific Learning Disabilities), 1967-1973

Board of Directors, Hawaii Association to Help Retarded Children, 1967-72

Consultant to Special Education Teacher Training Project, Joint Cooperative Effort between the East West Center, University of Hawaii, and Taipei Normal College, Taipei, Taiwan, 1969-Present

Faculty Advisor, Student Council for Exceptional Children, University of Hawaii Chapter, 1967-73

Member, Dean's Council, College of Education, University of Hawaii, 1972-73

Chairman, Committee to Study Services to Children with Learning Disabilities, Governor's Commission on Children and Youth, State of Hawaii, 1968-70

PUBLICATIONS, PRESENTATIONS, AND PAPERS

Children with major specific learning disabilities. In Lloyd M. Dunn (Ed.), Exceptional children in the schools. (2nd ed.) New York: Holt, Rinehart & Winston, 1973. (Coauthored chapter with Dunn, and served as senior author.)

Three approaches to grouping procedures for the education of disadvantaged primary school children. Journal of Educational Research, 1972, 65, 245-249 With G. Philip Cartwright who served as senior author.

The EPDA Program at the University of Hawaii, Educational Perspectives, 1968, 8, 18-20.

The changing role of special education. Educational Perspectives, 1968, 6, 8-9.

Guidelines for certification of educable mentally retarded pupils. Published by the Hawaii State Department of Education, Division of Special Education, 1968.

"Specific Learning Disabilities at the Local Level," part of a panel presentation at the Pipestem Confernece on Learning Disabilities, Pipestem, W.Va., November 1973.

"The Exceptional Child and the Family," member of faculty who prepared TV Tape for WMUL for presentation in January, 1974.

"The Handicapped Individual," member of faculty who prepared TV Tape for WMUL for presentation on a film series on Personality, in December, 1973.

Numerous presentations to public school teachers in Kanawha County during Fall, 1973, and Spring, 1974, on the topic of the learning disabled child in the public school system.

"Special Education in Taiwan", Paper presented as a member of the panel on international education, 51st Annual Council for Exceptional Children Convention, Dallas, Texas, April, 1973.

"The Diagnosis of Handicapped Children," keynote address and paper presented at the First Annual Conference on Mental Retardation in Southeast Asia, sponsored by the Singapore Association to Help Retarded Children, August, 1972.

"New Trends in the Education of Handicapped Children in the United States," address and paper presented at the Taipei Normal College Seminar on Mental

Retardation, sponsored by East-West Center, University of Hawaii, in Taipie, Taiwan, March, 1972.

RESEARCH PENDING

Teacher Corps Project

Research on the Learning Disabled Child, through the Kanawha County Learning Disabilities Project

SARTIN, JAMES L., Ed.D.
Associate Professor
Graduate Faculty
Appointment: August, 1974

EARNED DEGREES

B.A. Degree - Mississippi College, Clinton, Miss., 1949
(Major -- Science Education & Psychology; Minors -- Sociology and English)

M.A. Degree - Florida State University, Tallahassee, Florida, 1950
(Major -- Psychology and Guidance)

Ed.D. Degree - Syracuse University, Syracuse, New York, 1964
(Major -- Special Education (Mental Retardation); Minors -- Educational Psychology & Foundations of Educ.)

EDUCATIONAL EXPERIENCE

1943 - 1946 U. S. Navy, Hospital Corpsman.

1950 - 1951 Teacher, Leake County, Mississippi.

1951 - 1952 Active Duty, U. S. Navy Reserve, LTJG.

1952 - 1957 Psychologist & Teacher, Mentally Retarded 3 years; Emotionally Disturbed, 2 years; Whitefield, Mississippi.

1957 - 1962 Ass't. Professor Special Education & School Psychologist, Northwestern State College, Natchitoches, Louisiana.

1962 - 1964 U. S. Office of Education Fellow and Visiting Lecturer, Syracuse University, Syracuse, New York.

1964 - 1965 Ass't. Professor Special Education, University of Cincinnati, Cincinnati, Ohio.

1965 - 1966 Ass't. Professor Special Education; School Psychologist; Coordinator USOE Program Development Grant in MR, Louisiana State University, Baton Rouge, Louisiana.

1966 - 1968 Ass't. Professor Special Education; Coordinator, Teacher Preparation for Emotionally Disturbed, University of Virginia, Charlottesville, Virginia.

1968 - 1972 Assoc. Professor & Director, Programs for Exceptional Children, Auburn University, Auburn, Alabama.

1973 - Private Practice, Psychological & Learning Problems of Chidren; Ass't. Professor Special Education, Louisiana State University, New Orleans, Louisiana.

LOADS

Presently teaching at University of New Orleans. Will begin assignment for COGS in the summer, 1974.

CURRENT PROFESSIONAL & ACADEMIC ASSOCIATION MEMBERSHIP

American Psychological Association
American Association on Mental Deficiency
Louisiana Association of School Psychologists
Council for Exceptional Children
- Teacher Education Division
- Mental Retardation Division
- Division on Behavior Disorders
- Division on Learning Disabilities

CURRENT NON-TEACHING PROFESSIONAL ASSIGNMENTS AND ACTIVITIES

Editor, Louisiana School Psychologist, 1973 -
Co-Editor, Journal of Developmental Disabilities, 1973 -
Licensed Psychologist in Louisiana

PUBLICATIONS

"A Study of the Modification of Students' Attitudes Towards Mentally Retarded Children." Dissertation Abstracts, Vol. 25, No. 10, 1965.

"Modification of Students' Attitudes Toward Mentally Retarded Children." CEC Teacher Education, Vol. 18, No. 3, 1967.

"Social Distance of Exceptional Children." Education Review, Vol. 6, 1968.

"The A-O Perceptual-Motor Inventory." Opelika City Schools, Opelika, Alabama, 1970 (Title VI).

"Remedial Guide for A-O Perceptual-Motor Inventory." Opelika City Schools, Opelika, Alabama, 1970 (Title VI).

"Learning Disabilities - Some Thoughts and Questions." Louisiana School Psychologist, In Press.

A Handbook of Terms and Definitions for Special Education. Accepted for publication by Journal of Developmental Disabilities Press.

A Handbook for Teaching the Intellectually Handicapped in the Elementary School. Accepted for publication by Journal of Developmental Press.

G-2.3 CONDITIONS FOR FACUTLY SERVICE

Standard: The institution provides conditions essential to the effective performance by the faculty in the advanced programs.

CONDITIONS FOR FACULTY SERVICE

The teaching load, or its equivalent throughout the College of Graduate Studies is nine credit hours per semester. This amount is the same for the Department of Special Education. During the summer sessions, the faculty on academic year appointments are eligible to teach six hours for additional compensation. Those faculty members on a twelve-month appointment are required to teach an additional nine hours during the summer sessions. The number of courses taught in each session is decided upon by the Chairman and the faculty members.

The Departmental Chairman teaches six hours each semester. An equivalent of three hours is given for departmental administrative duties. This ratio is also held during the summer sessions.

Staff members who are on joint appointments have full faculty status and normally teach six hours each semester. (In some instances joint appointments can be on one-third time with COGS, and would therefore teach only three hours each semester.) Faculty with such appointments also give a predetermined amount of time to the joint-appointment agency. Staff members who have other duties, such as the Coordinator of the Special Education Instructional Materials Center, teach six hours each semester.

It is the policy of the College of Graduate Studies to encourage research, both funded and non-funded. Release time can be arranged for those persons who have been funded by an outside agency. Normally this is done through the project paying part of the salary, and thus the money budgeted for this person can be used for affiliate appointments to cover the courses. As of March 1, 1974, the faculty has submitted for federal funding the following:

1. Training grant to the United States Office of Education to train teachers at the graduate level in special education. There has been such a grant award yearly since 1970 for such training.
2. An early Education for the Handicapped grant designed for early diagnosis and intervention of children from ages approximately two to six. This grant, if funded, will train special education teachers using the diagnostic-prescriptive model to develop a cognitive-affective approach to early intervention and developmental educational programs for all areas of handicapping conditions. The major role of this training program will be mainstreaming of handicapped children into regular public school programs.
3. A two-year preservice and inservice component for a Teacher Corps grant to train thirty persons at the master's level and six at the post-master's level to work with mild to moderate learning disabled children in the regular classrooms. Principals in the six schools will also be invited to particiapte in the training program. This grant will require the addition of approximately three part-time faculty to the program in training, program writing and evaluation.

The building that houses the College of Graduate Studies is a dormitory that has been converted to an office building. It is located on the edge of the West Virginia State College campus, and is easily accessible by car. There is adequate parking space within a short distance of the building. Each floor has offices, a conference room, and rest rooms.

Office space is adequate for the faculty presently within the Department of Special Education. and it is assumed that it will remain so as new

members are added in September, 1974. Each faculty member has a private office desk space, storage cabinets, book cases, and a private telephone. All offices are carpeted, and have individual air-conditioning and heating units. Each has an outside window.

Classrooms for teaching courses are located in rooms at West Virginia State College, the Rehabilitation Center, and at Morris Harvey. Although they range in quality depending upon buildings and location, most are adequate for instruction. Courses dealing with curriculum are taught in rooms adjacent to the Instructional Materials Center, so immediate use can be made of the Center. Courses that require use of subjects are normally located at the Rehabilitation Center, as the clients there volunteer for remedial work in academic areas. The audio-visual equipment is adequate, and is available in all rooms upon notification of need to the Director of Audio-Visual Services. Rooms that are found not suitable because of size or physical limitations can be vacated, and the faculty moved into more suitable teaching facilities.

Travel funds, although somewhat restrictive, allow each faculty member to attend a national convention of his or her choice. The funds cover all ground transportation, housing and meals and registration costs. Funding is through cost of travel, and $45 per day. Due to the rather large amount of expenditures needed for interviewing prospective faculty, travel for the 1973-74 academic year has been limited. It is anticipated that these funds will be more readily available during the coming years, as recruitment will not carry such a high priority. During this year, three of the faculty will be attending the National Council for Exceptional Children Conference in New York City, both for the purpose of attending the meetings, and for recruitment of prospective personnel. In addition, the Chairman made one major recruitment trip in fall semester, 1974. In-state travel to conventions

is also encouraged, and funded. During this past year, all faculty members attended the Learning Disabilities Conference, located at Pipestem Park, West Virginia. Other meetings that are local in nature are normally covered by mileage, registration fees, and meals. Requests for such travel, or funding, is made through the Departmental Chairman to the Dean of the Division of Behavioral Studies.

Library facilities, as documented in G-4.1 of this report continue to be built up, and expanded. Presently the selection is somewhat limited, but faculty members have been given a great deal of latitude in ordering books for the various categorical areas, and the more general area of special education. Resource books and materials have also received high priority. Journals, both present and back issues, remain a high priority due to the emphasis being placed upon library research within all of the courses taught in the Department of Special Education. There are still some weaknesses in this area, but as funds are made available, back issues of the more important journals in the field are being procured for student and faculty use.

Students and faculty are able to use the facilities of the West Virginia State College Library in addition to those of COGS. This increased the amount of books and materials that can be made readily available on this campus. There are a number of books now on order by all of the faculty. There are sufficient funds to purchase these. Obviously, the development of a graduate-level library is in high priority in all of the departments of the Division of Behavioral Studies, and as all departments allocate funds for purchases, this helps each of the other departments. Students in the Department of Special Education use a great many books and materials from the general field of education, from educational psychology, guidance and counseling, psychology, and social welfare. Thus, books purchased by one department, in essence, builds up available resources in other departments.

Secretarial services are somewhat limited in the department. Presently there is only one secretary for all four faculty members. In addition to secretarial services, she must answer telephones when faculty are out of the offices, take messages, make appointments, etc. As the faculty increased in size, it assumed that additional secretarial help will be added to the department. There are typewriters available within the department, thus faculty with typing skills can increase productivity through use of the machines. This however, does not reduce the need for additional clercial help to increase departmental effectiveness.

Through the use of federal funding in the form of a training grant, there are presently three graduate assistants within the department. These persons are assigned to individual faculty, yet are available to all members of the department when the need arises. They assist in course development, in library research, in grading of objective examinations, in scheduling of appointments, and assist in classroom instruction, when appropriate. One assistant is very involved in the Instructional Materials Ceneter, and saves the faculty valuable time. If funded for the next year, part of this grant will again go to graduate assistance, as these students perform a valuable function within the department while they have an excellent learning experience available to them.

In summary, the institution does provide those conditions which are essential to effective performance by the staff, in the form of good working conditions, available resources, moral support, monetary assistance when and where appropriate, and the overall general atmosphere that is conductive to healthy working conditions.

G-2.4 PART-TIME FACULTY

Standard: Part-time faculty meet the requirements for appointment to full-time and are employed only when they can make special contributions to advanced programs.

PART-TIME FACULTY

Part-time faculty are used in the Department of Special Education only when they have credentials equal to those of the full-time faculty and can make a special contribution to the program. For example, the Assistant State Director of Special Education, who has outstanding expertise in the area of administration, is used to periodically teach a course in Administration of Programs for Exceptional Children, which is offered as an approved elective. Likewise, certain other highly specialized courses are taught by individuals who have expertise in a particular area. Thus, the foundation courses are taught by the full-time faculty, and specialized elective courses are taught by part-time faculty. Therefore, part-time faculty are limited to two-to-three courses a year at most. This means that rarely would more than one course in any semester have other than a full-time faculty member as the instructor. New faculty hiring for the 1974-75 academic year has very high priority for the express purpose of eliminating the need for more than minimum number of affiliate or part-time, personnel.

G-3.1 ADMISSION TO ADVANCED PROGRAMS

STANDARD: The institution applies specific criteria for admission to each advanced program at each level; these criteria require the use of both objective and subjective data.

G-3. STUDENTS IN ADVANCED PROGRAMS

ADMISSION TO ADVANCED PROGRAMS

The Department of Special Education offers course work in the areas of mental retardation, specific learning disabilities, and behavioral disorders that leads to both certification and a master's degree. All three certification programs are approved by the West Virginia State Department of Education. Certification in all three is by endorsement and covers "K-12".

Entrance requirements have been established by the West Virginia College of Graduate Studeis. All departments must use these standards as minimum criteria for admission. They can, in every instance, exceed those that have been established. Thus, the Department of Special Education meets and exceeds the all-college standards. All of the below requirements are pertinent to students applying for both the master's program and the credential sequence, unless otherwise noted.

1. Applicants must have a bachelor's degree from a recognized college or university, and must have maintained an undergraduate grade point average of at least 2.5 (A=4.0). It is the responsibility of the student to submit a transcript of all previous undergraduate and graduate work taken in any institution prior to application for admission into the College of Graduate Studies. Grade point averages will be determined on the basis of overall grade point, grade point in the major area and in the minor area. All will be considered when evaluating the request for admission to both the master's program and the credential sequence.
2. Those students applying for a master's degree must submit along with their application, a personal statement of life and work experineces

since the completion of the bachelor's degree. Interests and objectives in graduate school should also be included. Any involvement in special education during this period of time should also be pointed out to the reader.

3. All applicants must take the Graduate Record Examination--Aptitude Section only. This test is given throughout the nation approximately four times each year. The applicant should write directly to Educational Testing Service, Box 966, Princeton, N. J., 05840 for an application. Socres should be forwarded directly to the Chairman, Department of Special Education, College of Graduate Studies. Applicants are required to obtain a minimum scaled score of 460 on the verbal section with a total score of 900 on both the verbal and quantitative sections combined. In specific instances, if the GRE is lower than required, students may be asked to take the Miller's Analogies Test in order to better determine qualifications into program and course work planning once in the program.
4. Applicants must request three letters of recommendation from supervisors, principals, or others knowledgeable about the applicant's teaching and scholastic ability. These letters should be forwarded directly to the Chairman of the Department of Special Education by those persons who have been requested to write such recommendations.
5. A personal interview is required of each applicant. Requests for scheduling the interview should be made through the Department of Special Education. A time that is convenient for the applicant will be chosen. Interviews will be scheduled to last approximately 30-45 minutes, with discussions centering around professional experience, professional goals, past academic training, and possible future programs within the Department.

All of the above requirements must be met before an applicant can be considered for admission to the program. Until such time as they are complete, the student will receive provisional status. It is assumed that all will be completed during the semester the student is on such status. Credit earned during that semester will be applied toward the degree, if the student is subsequently admitted to the degree program.

Prerequisites

Most of the students in the program, both master's candidates and those pursuing a credential, have an elementary or secondary education background. And, most have been regular classroom teachers. Some students, however, enter from outside the field of education. These students are required to take both the basic skills evaluation, and the special education entrance evaluation. Any determined deficit areas must be remedied by additional course work either at COGS, or in any of the regionally accredited colleges. These deficits must be removed before the special education course work can begin. Also, before any students from a non-education background can enroll in the internship/practicum, a regular student teaching assignment through the Department of Curriculum and Instruction must be successfully completed or there must be evidence of comparable types of experiences. The reason for this is the strong belief of the faculty that before a student can understand and work with the handicapped child, there must be comparable experiences with normal children.

All students are required to have as prerequisites a general course in child development and one in educational psychology. If these have not been completed at the undergraduate level, or previous to entering the graduate program, they must be included in the first twelve units completed at COGS. They cannot count as part of the unit requirements for certification, graduation, or advancement to candidacy. They must be taken as additional

units. Students deficient in the child development course may enroll in any of the following:

E.P. 441 - Cognitive Development of the Child
E.P. 445 - Socio-Emotional Development of the Child
E.P. 446 - Adolescent Development
E.P. 548 - Theories of Child Development

The following course will meet the deficit requirements in educational psychology:

E.P. 559 - Psychological Foundations of Learning

Entrance and Academic Skills Evaluation

All students, immediately upon acceptance into both the master's program and the credential sequence, must make arrangements to take an entrance evaluation. The purpose of this evaluation is not to exclude students, but to help in the planning of the program toward degree and credential requirements. General knowledge in the field of special education will be measured in order to develop the most meaningful program for the student, with a minimum of redundancy in knowledge previously gained. In certain instances, if the evaluations indicates that the student has an adequate background in any of the areas tested, the student will be able to register for that course, however will not be required to attend class. The course will be listed on the transcript, but will carry no letter grade, and will not be used in determining grade-point average. The members of the staff of the Special Education Department have prepared the entrance evaluation examination. Because of its confidential nature, the examination is not included in this document. It will be on file in the Special Education Department, along with the procedures that have been designed to evaluate the results of the examination.

Academic skills evaluations will be required for those students who enter the program from outside the field of elementary education. This then includes all secondary education majors, and those with majors not related to

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education. Again, this evaluation will help the student to plan an overall program that will make the best possible teacher as the end product. Those who are secondary education majors must take the elementary area of the National Teachers Examination, and must score at least at the 40th percentile. Those who are non-education majors must take the elementary area and the commons area of the National Teachers Examination. If the scores are below the 40th percentile, students must take basic skills area courses, as listed in the West Virginia Certification Standards for Special Education at an approved undergraduate school of learning. At the successful completion of these tasks, the students may move into a specific categorical special education certification program. For those who are non-education majors, and who socre lower that 40 percentile on the commons section, they must also complete successfully a student teaching assignment, through one of the undergraduate programs in West Virginia, and in the regular classroom. Admission to the Department of Special Education at COGS will not be allowed until the above have been sucessfully completed by the student.

Required Non-Credit Seminar:

During the first semester of course work, all students will attend three two-hour non-credit seminars on the physiology of the brain, which will be offered early in the semester. A basic understanding of the brain, its parts, and its functions, is a very important prerequisite in many of the special education courses, and should greatly aid students in understanding subsequent content in the various areas. These sessions will be designed to provide this knowledge for students who have not previously had such background course work. It will also serve as a refresher for those who have covered this material in undergraduate courses.

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G-3.2 RETENTION OF STUDENTS IN ADVANCED PROGRAMS

Standard: The institution applies specific criteria for the retention of candidates in advanced programs who possess academic competencies and personal characteristics appropriate to the requirements of the professional roles for which they are being prepared.

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RETENTION OF STUDENTS IN ADVANCED PROGRAMS

As mentioned in the section on admission to advanced programs, all students, whether master's candidates or working toward a credential, must meet both departmental and college-wide standards. They must make formal application, along with a letter of intent. They must take the Graduate Record Examination, scoring at least 460 on the verbal section and attaining a minimum of 900 on the combined sections. They must send in three letters of recommendation from fellow professionals in the field and come in for a personal interview.

Once the student is accepted into the program, all deficit course work must be taken before any of the special education sequence can be taken. This allows the faculty to look at the student's abilities in the academic areas even before official course work is begun.

Within the first three weeks of special education courses, the student is required to take an evaluation examination, which will help both the student and the faculty to look at background experiences, knowledge brought to the program, and future goals. Through such an evaluation, there can be modifications made within the course of study. In some instances, courses will not need to be taken, but the student can receive credit for them. In others, students may be advised to take additional course work to bolster the weaknesses found in the evaluation.

Student advisement plays a very important role in the retention of students within the program. At the time of admission to the program in the Department of Special Education the student is assigned an advisor. Except in extenuating circumstances, the advisor will serve the full length of the student's program. Whenever feasible, both student and department should agree upon the appointment of the advisor, and any subsequent changes. A tentative plan of study for the total program is developed by the student

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and the advisor. The program is based on the student's background, experiences brought to the College of Graduate Studies, interests and needs, while also meeting the departmental and college requirements. Before the student has progressed through twelve hours of study, a formal plan must have been submitted for approval through the Department of Special Education. Any changes in the program must be approved by the advisor and noted in the official programs of study that is kept within the student's folder. Any unapproved deviations from the schedule may result in delayed program completion and/or graduation by the advisee.

Each semester the advisor must approve the student's program before enrollment into any course(s). This can be done either in the pre-registration period, or during the official period of registration, in which all advisors will be present during the entire time. They will be there for the express purpose of meeting with each advisee and approving course sequences for following semester.

When a student files for graduation, or for certification, there must be total agreement between the official plan of study and the transcripts of work taken. Any descrepancies can delay graduation and/or certification.

As a further retention policy, students must file for advancement to candidacy after the completion of 12 units of course work. This will include only the first 12 units of the special education courses, which are normally the core courses. If credit has been given for courses transferred into the program, these will not be counted within the 12 to be completed, for advancement will be based only on those courses completed in the Department of Special Education within the College of Graduate Studies. Only students maintaining a 3.0 will receive such advancement.

The master's degree program contains a minimum of 39 hours. In some instances, students will be required to exceed these hours, based on the

entrance examinations, academic-skills evaluation, and past training and academic programs. Other students will exceed the minimum due to their electing to take a concentration in reading, early childhood, or supervision, all of which exceed the 39 minimum-unit requirement. All units that exceed the 39 hours are due to deficiencies of some form, or because the student has elected to exceed these hours because of personal desire to go indepth into programs outside Special Education.

Those who wish to pursue a master's thesis will receive up to a maximum of 6 hours credit in thesis research, which can be included within the 39 hours minimum requirement. Those who write a thesis, must select a major professor with the approval of the Chairman of the Department of Special Education. The professor-student relationship must be mutually acceptable. The major professor and the student then select two additional faculty members, one from the student's department, and one from outside the major department. The major professor will normally serve as chairman of the committee.

For those students who elect not to pursue a thesis, there will be a requirement of a minimum of 39 hours of course work. All students, however, have some form of culminating activity for their program, regardless of the thesis or non-thesis approach.

Students entering with a bachelor's degree in special education will have a program developed for them on the basis of previous course work and experiences. Consideration will be given for comparable course work completed at the undergraduate level, and appropriate and approved courses will be substituted in their place. Minimum credits for the degree will not be reduced, however.

All students will be required to take a comprehensive examination in Special Education prior to graduation. This examination can be taken any time after the student has completed 30 hours of course work, but it is recommended

that it be taken as close to the completion of the course work as possible. These examinations will be graded on the basis of "E" for excellent work; "S" for satisfactory, "CP" for conditional pass in which the student must complete a prescribed sequence of courses before graduation, or "U" in which the student must retake the test and complete within a minimum mark of "P". If, after the retaking of the test, the student has not obtained a "P", he will be dropped from the master's program.

After the student has completed the required course work, and the comprehensive examinations have been successfully completed, a student must file for graduation through the Office of Student Services. A final grade and record check will be made at that time.

The above sequence of requirements allow the faculty of the Department of Education to have enough data to make decisions on the retention of a student at many points in the program. Admission data is quite comprehensive, containing standardized examination scores, letters of recommendation, a personally written statement of intent, and a personal interview. This is followed by a special education evaluation, which gives data to the faculty in terms of knowledge of the field before taking any course work. At the end of 12 units the faculty has the opportunity to look at the student's performance in special education courses, normally taken from at least four different faculty members. All their input regarding retention can be put into the decision-making process. At the end of 30 hours the faculty again can look at the student before allowing the taking of the final comprehensive examination. In addition, the student has to write a master's paper, or do a project in the last two courses taken in special education. This again gives input data. Thus, there are many checkpoints throughout the program that allows for student evaluation. The decision can be made at any of these points as to whether the student should continue in the program, or be terminated.

G-3.3 PLANNING AND SUPERVISION OF STUDENT'S PROGRAM OF STUDY

Standard: The program of study for each student in the advanced programs is jointly planned by the student and a member of the faculty; the program of study for each doctoral candidate is approved by a faculty committee; the sponsorship of each thesis, dissertation, or field study is the responsibility of a member of the faculty with specialization in the area of the thesis, dissertation, or field study.

PLANNING AND SUPERVISION OF STUDENT'S PROGRAM OF STUDY

The Department of Special Education has adopted the College of Graduate Studies official document regarding student advisement. As stated in this document previously, at the time of admission the student is assigned an advisor in the declared area of concentration. When possible the student and the Department will agree upon the advisor and any subsequent changes. Normally the advisor will serve the full length of the students period of study.

As soon as feasible, but no later than the student has completed 12 hours of credit, an official program of study, worked out by the student and the advisor must be filed in the student's permanent record. This plan of study is developed to help the student focus on objectives and determine how they will be achieved; to insure that the courses taken will constitute a degree and/or professional development program; to precisely outline the activities and courses sufficient to grant a degree; and to aid the advisor in developing and advising on the best program possible, including any changes that may be needed within the program itself.

If there are changes to be made in the program, this must be done by the advisor and duly noted within the permanent records. Any unapproved deviations from the approved plan will result in delayed graduation or certification. Each semester, before a student enrolls in the Department of Special Education courses, an advisor (normally the student's official advisor) must approve the semester's course of study. This approval can be given during the pre-registration period which is held in the offices of the College of Graduate Studies, or can be done during the official day of registration, in which all advisors will be present for the express purpose of meeting with each advisee and approving course sequences for the semester if they have not previously done so.

Advisors are available throughout the semester to meet with advisees. Students are encouraged to make appointments for any type of advising throughout the year. Since most are part-time, and many come on campus only in the evenings before classes start, it is rather difficult to set up required advisement times. However, pre-registration and advising periods are stipulated by the College of Graduate Studies, and faculty are available during a two-week period for advising any time they are free from scheduled classes and meetings. Thus, students can easily arrange for a time that is best for them to meet with the advisors.

All students who pursue a thesis program, select a major professor with the approval of the Chairman of the Department of Special Education. The major professor-student relationship must be mutually acceptable. In addition, the major professor must have expertise in the area in which the student plans to do the master's research. The professor and student select a committee that consists of at least three faculty. The major professor serves as committee chairman, one member comes from the student's department, and at least one person comes from outside the department. These three persons will advise the student in the thesis research only. The course and degree requirement advising will be done by the advisor originally appointed when the student entered the program.

Field study assignments are normally under the sponsorship of the faculty members in charge of the courses in which the field studies are being done. However, there are instances in which students can, through independent study, pursue field research. In this case, the sponsor must be a faculty member within the department who agrees to such sponsorship, and who evidences an expertise in the area in which the student plans to do such research. Again, this sponsorship must be mutually agreeable, and have the approval of the Chairman of the Department of Special Education.

G-3.4 STUDENT PARTICIPATION IN PROGRAM EVALUATION AND DEVELOPMENT

Standard: The institution has representative student participation in the evaluation and development of its advanced programs.

STUDENT PARTICIPATION IN PROGRAM EVALUATION AND DEVELOPMENT

The Department of Special Education has organized itself in such a manner that there can be a great deal of student input. The Department operates as a faculty-as-a-whole in its governance. Thus, on all the committees that the faculty feel is appropritate, full-time and part-time students and graduate assistants will be asked to serve in a variety of capacities. Presently, it is anticipated that they will serve on the following two committees: Departmental Curriculum Committee (1 student) and Departmental Library Committee (3 students).

In addition to the committees, all graduate assistants within the Department of Special Education attend faculty meetings and are asked to be participants rather than observers. Because they are also involved in most of the classes taught within the Department, they are quite knowledgeable regarding input to both the program and to the faculty on courses and appropriate course content.

Students are asked to evaluate each teaching faculty at least once a semester. This is done on a standardized evaluation form for all faculty. The Division of Behavioral Studies anticipates the development of a form that will give even greater input to the faculty members from the students. All data collected is available to each evaluated faculty, as there is no student identification on any of the forms. This data should help the staff member to overcome any weaknesses detected by the students, and to capitalize on strong areas of ability.

Further, the faculty of the Department of Special Education has devised an experimental evaluation form whereby all students at the end of the academic year, will be asked to rate all the courses taken to date by evaluating the competencies presented to them. They will rate them according to subject, presentation, and usefulness. The initial evaluation will be given a large number of students, past and present. Each year thereafter all students taking

courses will do such an evaluation, and randomly selected past graduates will be asked to fill out such a form (See G-5.2, Use of Evaluation Results for the Experimental Questionnaire).

G-4. RESOURCES AND FACILITIES FOR ADVANCED PROGRAMS

G-4.1 LIBRARY

Standard: The library provides resources that are adequate to support instruction, independent study, and research required for each advanced program.

V LIBRARY - RESOURCES & FACILITIES

The main library for the West Virginia College of Graduate Studies is housed in the library of the West Virginia State College campus, which adjoins the College of Graduate Studies facilities at Institute, West Virginia. Additional selected materials owned by COGS are located at Concord College in Southern West Virginia. Graduate courses, under the staff and directors of COGS are held in these college buildings. Reserve books that relate to courses taught on the Morris Harvey College campus are available there at a specified location.

Periodicals, books and other references are made easily available to the staff and students. Reserve books are also accessible at these two locations at the request of the staff. Volumes may be transferred from either of the two locations as course work demands it. Through these libraries COGS can keep materials current and of such quality that students and teachers living in rural or isolated areas are encouraged to keep abreast with new research and writing.

As COGS expands its concept of taking services to the consumer, it is necessary to maintain a comprehensive and up-to-date library easily accessible. With the present situation, all the distinct and strategetically located collections allow for much student involvement. All courses are planned to require the students to familiarize themselves with the use and value of using the library facilities.

During the degree sequence, students are required to show evidence of levels of competency in research areas. Constant demand is placed on the value of current literature and critiques are required

on material written in the field of their studies.

These requirements are increased as the student progresses through the required courses and a much wider and higher level of work is expected. These constant demands require much delving into the library material as well as research from state Instructional Materials Centers.

It is realized that a library collection must both provide a sufficient number of volumes for adequate study and faculty use and provide a variety of titles from which to draw. Such a collection is built by means of effective ordering procedures. Book orders are initiated by the Special Education Department. Staff members submit requests to a person in the department designated to coordinate book orders. The titles are obtained from selected bibliographies compiled by professional organizations and professionals in the field, from other bibliographical sources such as "Books in Print", from book reviews and listings in current periodicals, and from advertisements. Orders are submitted to the library where they are checked against the present collection and ordered as appropriate.

Every attempt has been, and is being made, to assure a variety of titles in the collection, and to be as selective as possible as far as the quality of publications is concerned. It is felt that the staff of the special education has been successful in maintaining the quality of the collection. Currently, orders are being processed for 850 volumes. These should be available to students shortly. An additional $5,000 has recently been made available for purchases in 1974.

The holdings of the WVCOGS library are rapidly being increased. At this time, the beginning of February, 1974, it is estimated that there are a total of 2600 volumes consisting of approximately 2100 titles spe-

cifically in the field of special education. These volumes are divided among the categories of mental retardation, emotionally disturbed, learning disabilities, physically handicapped, gifted, visually handicapped, deaf and hard of hearing, speech correction, nad volumes that cut across the above categories.

Supportive areas are estimated to contain approximately 10,000 volumes. These include areas such as counseling and guidance, psychology behavioral studies, curriculum and instruction, testing and measurement, reading, anthropology, social work, sociology, early childhood, vocational rehabilitation, and educational administration.

The Appalachian Educational Laboratory is also located in Charleston and their library is available on a limited basis to COGS students. The Capitol of West Virginia is nearby and these various departments offer much factual material pertaining to legislation, resources, educational programs, mental health projects, and other matters pertaining to State and Federal participation and laws. The State Rehabilitation Center is adjacent to our area, and research material is available for the students.

As mentioned previously, COGS students have access to the libraries at Concord College and Bluefield State College. However, the COGS program in Special Education is a new one in the Southern West Virginia area and no undergraduate program in special education has been offered at either of the colleges. The number of volumes related to special education has, therefore, been somewhat limited.

During the 1973-74 academic year, special efforts in funding and ordering have been implemented to strengthen the collection of the program in the part of the state. Such efforts will continue until the collection housed at Concord College is of sufficient quality and

quantity to provide adequate support for the special education program there. Until that point is reached staff and personnel at the Institute Campus will arrange to have volumes appropriate to to the courses being offered there transported and housed in southern West Virginia for the duration of the course.

The special education program at COGS will offer additional emphasis in the area of speech correction, learning disabilities, and behavioral disorders, and language development. Additions to the library collection will reflect the needs in these areas as well as the necessity to up-date holdings in the area of mental retardation.

As patterns change in the area of special education it becomes particularly important to view handicapping conditions in specific areas such as language, reading, and so forth. Further additions to the library collection at COGS will reflect such changing patterns. Sufficient volumes will be obtained to meet minimum suggested student-volume ratios within the next year.

There are at least thirty journals and periodicals that are related directly to special education and the specializations taught at the College of Graduate Studies. These include: American Journal of Mental Child Development, Behavioral Science, American Psychologist, Education and Training of the Mentally Retarded, Educational Psychological Measurement, Exceptional Children, Focus on Exceptional Children, Gifted Child Quarterly, Human Behavior, Human Relations, Individual Psychology, Journal of Applied Psychology, Journal of Education for the Disadvantaged, Journal of Educational Psychology, Journal of Human Relation, Journal of Individual Psychology, Journal of Reading, Journal of Special Education,

Journal of Learning Disabilities, Journal of Mental Deficiency, Journal of Reading Behavior, Language Learning, Mental Retardation, Psychological Bulletin, Quarterly Journal of Speech, Reading Improvement, Reading Research Quarterly, Report on the Education of the Disadvantaged, Teaching Exceptional Children, Training School Bulletin, and Speech Teacher. Every effort is being made to obtain back copies of these journals that are of significance. In addition, there are approximately 45 other journals and periodicals that deal with exceptional children that will be used by graduate students in reports and projects.

Also, there is a concerted effort to expand the collection of types of journals other than in specific areas of Special Education. It is expected that journals will be ordered related to behavioral disorders, speech and hearing, deaf education, and vocational rehabilitation. Finally, periodicals in related areas like vocational education, general psychology and sociology will be increased.

During this academic year, to date approximately $6,900 has been spent on books and periodicals. At the present time the staff of the Special Education Department is preparing a listing of books and periodicals in Special Education that will equal this amount. It is expected that, by the opening of the fall, 1974 term, the Special Education collection in the library will be valued at least at $30,000.

The amount of $1,000 was spent last year on the purchase of equipment for this department. Most of the money was spent to up-grade the Special Education instructional material center. This will be explained in more detail in Section G relating to laboratories and equipment to support the program.

During the past year the educational television station WMUL has been used to prepare Special Education programs for local television use. Starting in the fall semester of 1974 the course, Special Education 400,

Special Education in Transition, will be taught as a television course. It is anticipated that this beginning course will be used on a consortium arrangement with the local colleges and universities.

Allocations are made to the department in line items. Such allocations are determined by a number of factors including need, growth rate, and enrollment. Need includes how many teachers will be required by the state in Special Education in the various areas. Such need is reflected in the number of staff members assigned to the department, the facilities available to the department, and the supportive resources available to the students enrolled in the department. As Special Education has been one of the fastest growing departments, the college has provided it with strong support. This support is evident in the number of new positions allocated to the department for the upcoming academic year and in the backing of the administration in expanding the Special Educational program into additional needed areas.

The amounts compare most favorably with those allocated in other areas. As the next academic year begins the Special Education Department of COGS will be the best staffed of any in the state. A continuing effort to up-grade resource materials is planned.

Physical Facilities

COGS policy is to use facilities of other institutions in the area which are available. Presently in the Charleston area three facilities are available. Offices and some classroom facilities are located at WVSC, as in the main library collection. Classroom space is also available at Morris Harvey College and the West Virginia Rehabilitation Center. Courses dealing with methods and materials are taught in rooms located next to the IMC facility in Wallace Hall on the West Virginia State College Campus. Courses that require the use of students in tutoring or testing are taught in rooms at the Rehabilitation Center. Students in the center volunteer for tutoring and testing.

Facilities for the program in the southern part of the state are available at Concord College and Bluefield State College. Both office space and classroom space have been provided at each of these campuses.

The SEIMC, which had a meager beginning four years ago, is now an integral part of the Department of Special Education

In 1970, because of the need for making instructional material services more readily accessible to Special Education personnel in West Virginia, the staff of University of Kentucky Special Education Instructional Materials Center, the State Department of Education, Department of Special Education, and the West Virginia University-Kanawha Valley Graduate Center (College of Graduate Studies) made a cooperative agreement to establish a Special Education Instructional Materials Center at the KVGC.

A member of the special education staff at the college was to serve as State Coordinator of SEIMC Services in West Virginia. The center was to provide a central reference center for getting information

G-4. RESOURCES AND FACILITIES FOR ADVANCED PROGRAMS

G-4.2 PHYSICAL FACILITIES AND OTHER RESOURCES

Standard: The institution provides physical facilities and other resources essential to the instructional and research activities of each advanced program.

Describe the Physical Facilities that are now Available to this Program

COGS policy is to use facilities of other institutions in the area which are available. Presently in the Charleston area three facilities are available. Offices and some classroom facilities are located at WVSC, as in the main library collection. Classroom space is also available at Morris Harvey College and the West Virginia Rehabilitation Center. Courses dealing with methods and materials are taught in rooms located next to the IMC facility in Wallace Hall on the West Virginia State College Campus. Courses that require the use of students in tutoring or testing are taught in rooms at the Rehabilitation Center. Students in the center volunteer for tutoring and testing.

Facilities for the program in the southern part of the state are available at Concord College and Bluefield State College. Both office space and classroom space have been provided at each of these campuses.

Describe laboratories and equipment that are available to support the program.

SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER

In 1970, because of the need for making instructional material services more readily accessible to special education personnel in West Virginia, the staff of University of Kentucky Special Education Instructional Materials Center, the State Department of Education, Department of Special Education, and the West Viriginia University-Kanawha Valley Graduate Center (College of Graduate Studies) made a cooperative agreement to establish a Special Education Instructional Materials Center at the KVGC.

A member of the special education staff at the college was to serve as State Coordinator of SEIMC Services in West Virginia. The center was to provide a central reference center for getting information concerning methods and materials for educating exceptional children.

In addition, the center was to serve as a central depository for special education instructional materials, to disseminate materials throughout the state upon request, and to hold workshops to train teachers in the proper use of materials.

A room was provided by the college, then located at Nirto, West Virginia to house the materials. The center was made part of the Learning Resource Center and that staff provided the necessary clerical assistance.

After the KVGC became an independent institution, was renamed the College of Graduate Studies, and moved into Hill Hall on the West Virginia State College Campus, three small rooms were provided for the SEIMC. One room was used for preview purposes, and two for housing the instructional materials.

As 1974 was to be a critical year for special education in West Virginia in general, and the SEIMC facilities in particular and with the national trend of using resource teachers and resource rooms for educating exceptional children, the College of Graduate Studies forsaw the need for immediate changes in the SEIMC.

To this end, the administration negotiated with West Virginia State College for sharing the facilities and staff in merging the COGS-SEIMC and the West Virginia State College Instructional Materials Center. Thus, the center was separated from the Learning Resource Center and moved into spacious quarters of the Wallace Building on the West Virginia State College Campus.

The merger provided COGS with needed facilities and West Virginia State College IMC with staff so that evening services that heretofore had not been possible, could be provided for their student body. The SEIMC is open from 9:00 a.m. to 10:00 p.m., Monday through Friday.

The COGS-SEIMC holdings total approximately 5,000 and the items are related to the various instructional areas. The scope of the center is state-wide. In addition to individuals who work in the area of special education,

services related to methods and materials for educating exceptional children are provided to all public agencies throughout the State of West Virginia, including the college and universities. In addition to serving a statewide function, the SEIMC is an essential part of the special education training program at COGS, and especially so since the emphasis has moved toward the diagnostic-prescriptive approach to teaching exceptional children.

Since COGS is offering a Master's degree in special education in Southern West Virginia, duplicate copies of many items in the SEIMC were purchased and transported to the library at Concord College. The materials are used there in the special education training program so as to provide the same quality of education there as is offered at COGS.

In summary, specialized curriculum materials are made available to students through the SEIMC. The purpose of the SEIMC is two fold: 1) To provide in-service teachers with specialized material to be used in their classrooms and 2) to provide graduate students in special education with resources to aid in their counsels of study. As students at COGS often play a dual role, serving in both the aforementioned categories, the SEIMC playes an especially important role.

The following circulation reports, which have been submitted monthly to the Vice President of Academic affairs since the SEIMC merged with the West Virginia State College IMC, are indicative of the importance of the SEIMC to the Special Education program at COGS.

Additional activities performed by the Special Education staff member assigned to the SEIMC are summarized in the first report only. This summary is typical of the activities performed monthly in relation to the SEIMC and its role in the College and in the State.

SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER REPORT

The West Virginia College of Graduate Studies Special Education Instructional Materials Center collection has been inventoried and combined with the West Virginia State College IMC collection and services are being provided to both State and COGS students with minimal difficulties.

The approximate attendance to the IMC during the period of September 12, 1973 to October 31, 1973 is 635.

The circulation record is as follows:

Total number of COGS materials mailed out	62 items
Total number of COGS materials checked out	510 items
Total number of W.Va. State College materials checked out	353 items
TOTAL CIRCULATION	925 items

Of the total circulation 416 items were checked out by the COGS students. This figure does not include the 62 items mailed out.

Additional activities performed during the same time period, related to the SEIMC were as follows:

September 12, 1973 - meeting in IMC with Early Childhood Class for an orientation presentation.

September 14, 1973 - consultation with personnel from Monroe County, at Peterstown, W.Va., for the purpose of assisting them in establishing a resource room.

September 15, 1973 - workshop in Cabell County, coordinated with SRA - 50 in attendance.

September 20, 1973 - consulted with the Vocational Rehabilitation staff at Institute, W.Va. on methods and materials for establishing a co-ed program on occupational education.

September 25, 1973 - met in IMC with Early Childhood Education class for orientation presentation.

September 27, 1973 - consulted again with Vocational Rehabilitation staff on methods and materials.

September 28, 1973 - IMC orientation presentation for Early Childhood Education class.

October 4, 1973 - consulted with Lincoln County Special Education staff member on methods and materials.

October 12, 1973 - consulted with staff of University of Kentucky Regional SEIMC to discuss their offer of 28 days of in-service for teacher trainers in West Virginia.

October 13, 1973 - completion of 25 page suggested plan for facility, materials, and equipment for Monroe County resource room.

October 19, 1973 - four repeat sessions on the services of the COGS-SEIMC, presented at the West Virginia School for Deaf and Blind, during their conference on "Curriculum Development and Instructional Challenge Workshop", 300 in attendance.

October 22, 1973 - meeting with State Department of Education, Division of Special Education, to decide on the most efficient way to utilize the services of the UKRSEIMC staff in providing in-service for special education teacher trainers in West Virginia.

October 25, 1973 - workshop for Taylor County for in-service on "Classroom Games and Materials for Teaching Basic Skills," 25 in attendance.

October 26, 1973 - workshop on "Individualized Instruction" for Harrison, Doddridge, Taylor, Barbour, and Randolph Counties, co-sponsored with SRA, 115 in attendance.

Approximately 150 answers to requests for information were provided to various persons and agencies throughout the state, by letter and by telephone.

NOVEMBER CIRCULATION REPORT
INSTRUCTIONAL MATERIALS CENTER

The circulation rpeort for the month of November is as follows:

Total number of COGS material mailed out	44 items
Total number of COGS material checked out	287 items
Total number of West Virginia State College material checked out	972 items
TOTAL CIRCULATION	1,303 items

Of the total circulation, 350 itmes were checked out by COGS students.

**662 of these items were reserve items placed in the IMC by a member of the WVSC staff.

DECEMBER - JANUARY CIRCULATION REPORT
INSTRUCTIONAL MATERIALS CENTER

The circulation report for the months of December and January are as follows:

Total number of COGS material mailed out	68 items
Total number of COGS material checked out	526 items
Total number of West Virginia State College material checked out	344 items
TOTAL CIRCULATION	938 items

Approximate attendence for this period is 817.

Of the total circulation, approximately 442 itmes were checked out by COGS students.

FEBRUARY CIRCULATION REPORT
INSTRUCTIONAL MATERIAL CENTER

The circulation report for the month of February is as follows:

Total number of COGS material mailed out	58 items
Total number of COGS material checked out	294 items
Total number of West Virginia State College material checked out	346 items
TOTAL CIRCULATION	682 items

Of the total circulation, approximately 397 itmes were checked out by College of Graduate Studies students.

The changes that have been made in the SEIMC since September, 1973 have proved to be positive ones, when a comparison is made of the circulation reports from April, 1972 to March, 1973, with the reports previously cited in this document. The following report is included to reflect the growth in the use of the SEIMC.

SEIMC REPORT
APRIL, 1972 - MARCH, 1973

	TOTAL CIRCULATION	ITEMS SENT THROUGH MAIL	PEOPLE USING THROUGH MAIL
April	158	8	3
May	79	12	5
June	277	0	0
September	245	91	11
October	166	6	5
November	107	0	0
December	52	0	0
January	179	61	7
February	140	9	1
March	121	----	-----
COMPOSITE TOTAL	1,524	187	32

G-5. EVALUATION, PROGRAM REVIEW, AND PLANNING

V EVALUATION, PROGRAM REVIEW, AND PLANNING

The Department of Special Education at the College of Graduate Studies has an ongoing evaluation of both its students and the program. The staff feels that it is highly desirable to specify how these evaluations will be made. However, it is not sufficient for the staff of the Special Education Department to be the only evaluators of the students or the program. Just as crucial is the need to identify desirable and undesirable by-products of the program. Therefore, evaluation procedures have been designed for initial entry into the program, enroute, and upon termination to assess student achievement. In addition, procedures have been designed for a follow-up study of graduates to assess the effectiveness of the program.

Entry Evaluation

When students apply for the master's or credential sequence their achievement levels are evaluated by the undergraduate grade-point average, scores obtained on the Graduate Record Examination, and information obtained through the personal interview. Based on the evaluations, a decision is made as to whether or not the applicant meets the requirements for admission to the program.

Immediately upon acceptance into the program, the student is given an entrance and academic skills evaluation to determine his general knowledge of the field of special education in order to develop a meaningful program for the student. The entrance evaluation was prepared by the staff of the Department of Special Education and when administered, the results are evaluated by the staff. The National Teacher's Examination is used to evaluate academic skills for those students entering the program from outside the field of education. Those entering, who are deficient in academic skills, are referred to other departments at the College of Graduate Studies, or when necessary, to other institutions for appropriate course work.

Enroute Evaluations

Once the student has been admitted to the college and begins his course work in special education, his performance is evaluated in each course by the individual instructors. Some evaluations are traditional paper and pencil examinations; however, others are in different forms. For example, each course contains a research component and the student is evaluated on his research writing skills, beginning initially with mini-papers and culminating with a major research project or educational product that must be defended before a peer group, faculty, and other interested professional personnel.

The student is involved in activities in a clinical setting throughout his program and is evaluated as he demonstrates, through performance, his attainment of skills. For example, the student is required to demonstrate his ability to diagnose children, write prescriptions based on the diagnosis, to select and develop materials suited to the learner ability and characteristics, and to apply interventions and reinforcement procedures. Initially, the performance is demonstrated with one child or a small group of children and is evaluated by the individual instructor. These activities culminate in the internship/practicum where the student demonstrates his performance with a larger group of children and the performance is evaluated by a team of supervisors, including the supervising teacher, and representatives of the College of Graduate Studies, Department of Special Education. Finally, at the end of the internship, a copy of the attached evaluation form is completed by the supervising teacher for each student and filed in the student's permanent record file at the College.

In addition to the above, another form of teacher performance evaluation is through videotapes. Through video recording, the teaching process is analyzed in terms of teacher-pupil interaction.

Final Evaluation

The final evaluation is a summative evaluation. This evaluation is used to determine tne quality of learning achieved by candidates who have been exposed to the total program. The criteria used in this evaluation are:

1. Knowledge and appreciation of traditional and contemporary categories of exceptional children.
2. Ability to administer standardized tests to handicapped individuals.
3. Ability to define various levels of learning skills for special handicapped individuals.
4. Ability to develop behavior modification procedures to lead a handicapped individual to a specific goal of behavior.
5. Ability to write behavioral objectives according to Mager.
6. Ability to conduct an in-depth critique of original research reports and to develop a program proposal.
7. Ability to develop a schedule of activities that is consistent with the potential of specific handicapped individuals.

Two different settings are employed to obtain measures for each of seven criteria. The first setting is a series of comprehensive written, oral and demonstration examinations of approximately four hours. A multiple choice test is used for criteria 1, 3, and 4. For criteria 2, 4, and 7 simulation is used. An original research article is used to measure the ability to critique a research article.

A competency level of 90% is used for criteria 1, 3, and 5. Accordingly, the student must master 90% of the material covered in the test.

For criteria 2, 4, and 7 each student must perform before a panel jury of not less than three experts in special education. To insure reliability of the panel jury's judging, an analysis of variance repeated measure model is used. This model allows reliability of the jury to be determined and thus helps to insure the validity of the assessment of the student's performance.

To measure the student's ability to critique research, a checklist consisting of 20 Likert Scales is used. A competency level of an average of 4 on a 5-point scale on the checklist is the pass criterion.

The second setting is clinical and actual. The pupil upon achieving a pass in the previous examinations, is placed in a school for the handicapped individuals. In this setting the candidate is expected to define a set of relevant behavioral objectives for the student, develop a schedule of activities designed to meet the behavioral objectives, develop at least one behavioral modification technique which will fit into the schedule of activities, and then teach the student. A panel jury of at least three experts in special education are used to rate the performance of the candidate. Reliability of the judging is determined by analysis of variance repeated measure model.

WEST VIRGINIA COLLEGE OF GRADUATE STUDIES
SPECIAL EDUCATION DEPARTMENT
EVALUATION OF STUDENT TEACHING PERFORMANCE

Student Teacher _____

Home Address _____ Telephone _____

School _____

Date _____ Grade _____

Level of MR Taught _____

School Year 19__ 19__ Semester (1) __ (2) __

Summer Term (1) __ (2) __ (3) __

Supervising Teacher(s) _____

College Supervisor _____

Hours Taught _____ Hours Observed _____

I. Summary of Evaluation by Supervising Teacher

A. Strengths _____

_____

_____

_____

B. Progress shown during student teaching experience _____

_____

_____

_____

C. Weaknesses _____

_____

_____

0 - No opportunity to observe
1 - Incompetent and needs great improvement
2 - Fair but needs some improvement
3 - Competent and satisfactory
4 - Very competent and outstanding

I. PERSONAL QUALITIES

A. General Appearance

1. Is poised and well groomed. _____

2. Clothes are becoming and appropriate. _____

B. Voice Quality

1. Voice is pleasing in pitch. _____

2. Voice has ample volume. _____

C. Emotional and Mental Stability

1. Maintains sound emotional adjustment. _____

2. Evidences calm and mature reactions under stress. _____

D. Physical Vigor and Enthusiasm

1. Is able to perform duties in an alert manner. _____

2. Is regular in attendance. _____

E. Effective Relationships

1. Honestly likes children. _____

2. Establishes and maintains rapport easily. _____

3. Is patient and sympathetic. _____

F. Sense of Humor, Cheerfulness

1. Has excellent judgment of values. _____

2. Relieves tense situations. _____

3. Radiates optimism. _____

G. Dependability

1. Shows awareness of responsibilities _____
2. Shows consistency in meeting obligations. _____
3. Anticipates responsibilities. _____

H. Cooperation

1. Cooperates with others to achieve school objectives. _____
2. Accepts and acts upon suggestions creatively and graciously. _____

I. Social Qualities

1. Is sensitive to and considerate of feelings of others. _____
2. Displays refinement and social grace. _____

J. Intellectual Curiosity

1. Displays a working knowledge of the learning process, is solving intellectual problems. _____
2. Shows quick insight into situations. _____
3. Is curious and eager for knowledge. _____

II. TEACHING PERFORMANCE

A. Classroom Management & Environment

1. Strives to maintain an attractive & eye-appealing class. _____
2. Pupil response is indicative of a happy and stimulating atmosphere that is free from tension and anxiety. _____
3. Understands children and is aware of their emotional and social needs. _____
4. Evidences a love for all children without regard to Social and cultural status or aptitude for learning. _____
5. Maintains an orderly and well disciplined classroom without being excessively dogmatic or authoritarian. _____
6. Is accepted and earns the respect of pupils. _____

B. Teaching Techniques

1. Plans lessons well. _____
2. Follows lesson plans. _____
3. Generally is able to motivate pupils to accomplish the desired objective--a purposeful learning experience. _____
4. Uses the textbook appropriately. _____
5. Uses other appropriate instructional materials and aids in teaching. _____
6. Uses questioning to good advantage, not only as an evaluative technique, but also a technique in continuing and developing a train of thought, and as an aid in teaching the child how to think and reason. _____
7. Is knowledgeable as to the subject matter for the grade or grades taught (includes what is to be taught and how it is to be taught). _____
8. Recognizes and takes into account the achievement level of pupils (individual differences). _____
9. Adjusts assignments and activities in terms of these achievement levels. _____
10. Speaks clearly and distinctly. _____
11. Uses words clearly and distinctly. _____

C. Pupil Growth

1. Encourages pupils to seek learning with enthusiasm. _____
2. Helps pupils to develop good study and work habits. _____
3. Helps pupils evaluate themselves as a means for further growth. _____

III. PROFESSIONAL QUALITIES

A. Projects an image of professional sophistication in manners, and educational refinement. _____

B. Exhibits a tendency for introspection-analyzes limitations and strengths and compensates accordingly. _____

C. Takes advantage of opportunities to become acquainted with sources of current thinking such as conferences, yearbooks, workshops or demonstrations. _____

D. Participates in professional meetings. _____

E. Shares out-of-school responsibilities with the supervising teacher. _____

F. Attends community activities related to the school. _____

G. Respects and administers school policies. _____

H. Uses resource persons and community facilities in teaching situations. _____

I. Properly cares for school equipment and supplies. _____

J. Evaluates teaching procedures with teachers or fellow student teachers in an objective manner. _____

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Undergraduate Grade Point Averages. Data recently collected by the admissions office, concerning the undergraduate grade point averages of students admitted to the Department of Special Education, indicated that forty percent of the students admitted had an undergraduate grade point average of less than 2.5. Thirty eight percent of those admitted had an undergraduate grade point average of 2.5 to 3.0, eighteen percent 3.01 to 3.50 and nine percent had an average of 3.51 to 3.99. A breakdown of these averages is presented in Table I.

TABLE I

Undergraduate Grade Point Averages of Students Admitted in the Department of Special Education

Range of Averages	Number	Percent
1.99 - 2.49	84	38
2.50 - 3.00	89	40
3.01 - 3.50	33	17
3.51 - 3.99	9	4

Thus, as indicated in the above Table, many of those admitted to the program previously had low undergraduate grade point averages. However, with the new admissions policy being implemented by the department, those students being considered for admission in the future will be more carefully screened.

It should be noted that in the College's general admission requirements and in the entrance requirements for the Department of Special Education, the undergraduate grade point average recommended

for consideration is 2.5. This is, to some extent, an indicator of future performance of a student, but is only one of several criteria to be reviewed as an applicant is considered for admission to a degree program. The Department of Special Education will look carefully at the undergraduate grade point average of the student's last year of undergraduate experience as well as the grade point average in the major and minor areas.

In addition, GRE scores, personal interviews, and letters of recommendation will be carefully reviewed before a student is admitted into a degree program.

Use of Admissions Data to Compare Students with Elementary, Secondary, or Non-Educational Backgrounds.

The admissions policy for the Department of Special Education includes explicit requirements for those applying for the Master's Degree and the credential sequence. One requirement is that those persons entering the program from outside the field of elementary education must take both elementary and commons area of the National Teacher's Examination (NTE). Secondary education majors must take the elementary area of the National Teacher's Exam. If those taking the examination score below the 40th percentile, they are required to remediate the deficits by taking recommended coursework at a local undergraduate college. This coursework is in addition to their master's program requirements. If those taking the NTE score above the 40th percentile, they may move into a specific cateogrical special education certification program. Thus, there are three distinct groups of students who enter a Master's or Credential Sequence in the Department of Special Education: Non-Education Majors, Secondary Education Majors, and Elementary Majors.

The staff of the Department of Special Education are interested in making a comparison between the three groups to determine if an elementary education background is a determining factor in acquiring the competencies as outlined in the standards set forth by the State Department of Education plus those

of the COGS Department of Special Education for teaching in the field of special education. Therefore, using the admissions data and the scaled scores on the final comprehensive examination, the competencies of those whose educational background is secondary or non-educational will be evaluated and compared upon entrance and exit from the program with those persons having an elementary background. Variables such as undergraduate gradepoint averages, both overall and during the last two years of the student's service, scores on the Graduate Record Examination (GRE), graduate school grade point average, and the scaled scores on the comprehensive examination will be used for making these comparisons.

After the student exits from the program, a further study will be conducted in the field to determine the job abilities of the three groups, based on their educational undergraduate backgrounds. (See Standard G-5.2 Use of Evaluation Results to Improve Advanced Programs). Hopefully, the departmental staff can gather data to determine whether or not it is of significant importance for a student to have an elementary education background before pursuing a Master's Degree in Special Education at the College of Graduate Studies. This data will be used in future planning of the special education program. The design for the field study will be done by Dr. Calinger, who has recently been hired as Director of Institutional Research at the West Virginia College of Graduate Studies.

EVALUATION OF SPECIAL EDUCATION STUDENTS

	NON-EDUCATIONAL MAJORS	SECONDARY EDUCATION MAJORS	ELEMENTARY EDUCATION MAJORS
Graduate Record Exam			
Undergraduate Grade Point Average			
Final Comprehensive Exam			

STATISTICAL MEASUREMENT
ANALYSIS OF VARIANCE

Items for further consideration

1. IQ
2. Quality Points
3. Credit Hours

ON THE JOB RATING - ONE YEAR AFTER GRADUATION

	NON-EDUCATION MAJORS	SECONDARY EDUCATION MAJORS	ELEMENTARY EDUCATION MAJORS
Principal's Rating			
Supervisor's Rating			

G-5. EVALUATION, PROGRAM REVIEW, AND PLANNING

G-5.1 EVALUATION OF GRADUATES

Standard: The institution conducts a well-defined plan for evaluating the teachers and other professional school personnel it prepares at the graduate level.

USE OF EVALUATION RESULTS TO IMPROVE ADVANCED PROGRAMS

The data presently available on the strengths and weaknesses of the special education program at COGS was acquired through the interview technique during the summer of 1973. Interviews were recorded on cassette tapes and information was compiled and written in narrative form. Data on employment of former graduates was collected from permanent files at COGS, and through letters and telephone inquiries.

Strenghts and Weaknesses of the Program. In the summer of 1973, 26 students at COGS were interviewed during their student teaching experience. The purpose was to determine if they felt adequately prepared to work with mentally retarded prior to, and after the practicum experience, to ascertain what they felt to be strengths and weaknesses of the special education program, and ask for the recommended changes.

Of the twenty-six interviewed, twenty-two had previously taught; eleven in regular education, and fifteen in special education. The total number of years taught by the group in regular education was sixty-two. The total years taught by those in special education was 21½. By the fall of 1973, 18 of the group had planned to be teaching in special education, and all of those interviewed planned to be teaching in special education, within two years from the time interviewed. Sixteen of those interviewed had completed thirty hours of graduate work in special education, six had completed twenty four to thirty hours, and two had completed between eighteen and twenty-four hours.

At the time of the interviews, COGS had been independent less than one year. Prior to that time, it had been the Kanawha Valley Graduate Center of West Virginia University. Therefore, most of those interviewed had received training either through the Kanawha valley Graduate Center, KVGC and Marshall, or KVCG and West Virginia University. Five had earned thirty hours of

credit at COGS, two had earned eithteen to twenty-four hours, and one had earned six to twelve hours.

Of the total group, fourteen were married and twelve were single. The total number of children for the group was fourteen.

In the initial interview, prior to student teaching, when asked if they felt prepared to work with the mentally retarded, three persons indicated they felt positively competent, sixteen felt fairly competent, and seven were unsure. As a group, they felt weakest in teaching of reading, and in clinical assessment. At the culminination of the student teaching experience, twenty six students indicated that they felt competent in working with the mentally retarded.

The students were asked their reasons for going into special education. The reason given most often was that a member of their family was handicapped. The reason given least often was sympathy for those needing help. Table 1 provides a summary of the reasons given by the students for going into special education.

TABLE I

THE NUMBER OF PEOPLE CITING THE FIVE REASONS FOR GOING INTO SPECIAL EDUCATION

1973 INTERVIEWS

REASONS CITED	NUMBER
Someone in family	7
Decided after working with handicapped children in some capacity	5
Decided after taking a course from a staff member in the special education department	6
Availability of jobs in special education	7
Sympathy for the handicapped	1

The results of the interviews with regard to weaknesses of the special education program are presented in Table II. An analysis of the responses showed tnat lack of exposure to mentally retarded children prior to student teaching was regarded as the weakest area of the program.

TABLE II

THE NUMBER OF PEOPLE CITING WEAKNESSES OF THE SPECIAL EDUCATION PROGRAM

1973 INTERVIEWS

WEAKNESSES CITED	NUMBER
Not enough exposure to the MR prior to student teaching	9
Required course in speech pathology too technical	4
Too much busy work, not enough practicality in some classes	4
Student teaching experience too short	3
Insufficient medical knowledge given	2
Difficulty with advisor	2
Lack of testing experience required	2
Not enough hours required in reading courses	2
Lack of exposure to exceptionalities other than MR	1
Overlapping of instruction in introductory courses	1
Too much theory without application	1
C & G 305 related to counselors, not special education teachers	1
Library weak	1
Volume of content offered in Curriculum is too large	1
Creative crafts not required	1
Poor facilities	1
Not enough field visits	1

When students were asked to indicate the strengths of the special education program, the most common response was related to the faculty. Thirteen responses were made to the flexibility, accessibility, helpfulness, enthusiasm, and expertise of the faculty in special education. A summary of those responses are reported in Table III.

TABLE III

THE NUMBER OF PEOPLE CITING THE STRENGTHS OF THE SPECIAL EDUCATION PROGRAM

1973 INTERVIEWS

STRENGTHS CITED	NUMBER
Courses made relevant	3
Student teaching structure	3
Special Education Instructional Materials Center (SEIMC)	3
Selection and Development of Materials	2
Reading course	2
Speech Pathology course	2
Math course	2
Curriculum course	2
Survey of Exceptional Children	1
Abnormal Psychology course	1
Good instructors	4
Faculty and advisors friendly, considerate, and concerned for the individual	3
Inspiring professors	1
Special Education staff not rigid in philosophy	1
More personal feeling in special education staff	1
Each faculty member has his speciality and disseminates information well	1
Enthusiasm of the special education staff	2
Opportunity for teamwork in classes	1
Coursework provided a broad spectrum	1
Opportunity to work independently on projects and research	2

Students were asked to make recommendations for changes in the special education program at the College of Graduate Studies. The most common recommendation was to provide for more exposure to the mentally retarded prior to the student teaching assignments. These recommendations are reported in Table IV.

TABLE IV

THE NUMBER OF PEOPLE CITING RECOMMENDATIONS FOR CHANGES IN THE COGS SPECIAL EDUCATION PROGRAM

1973 INTERVIEWS

RECOMMENDATIONS	NUMBER
More exposure to MR's prior to student teaching	13
Combine the two introductory courses	2
Lengthen the student teaching experience	2
Modify the SPA course-the technical aspects	2
Add majors such as learning disabilities, gifted, and behavioral disorders in the special education department	5
Prepare special education teachers in specialized areas of Science, English, etc.	3
Provide more field experiences	3
Require more courses in reading	2
Require curriculum for TMR for all MR majors	4
Hold the special education summer program in one place	1
Establish a program in Northern West Virginia	1
Provide courses in clinical assessment	3
Professors team teach	1
Require course in use of AV equipment	1
Require a course in behavior modification	1
Make Videotapes of community programs for classroom use e.g. Green Acres and Colin Anderson	1
Make a videotape of a model special education class for classroom use	1
Require a course in selection of special education materials	3
House testing materials in SEIMC for lending	1
Develop a program in the Fayetteville area	1
Require a course in creative crafts	1
Require a course in administration	1

The students were asked if there were courses that should be dropped from the special education curriculum. Their responses are reported in Table V.

TABLE V

THE NUMBER OF PEOPLE CITING COURSES THAT SHOULD BE DROPPED FROM THE CURRICULUM

1973 INTERVIEWS

COURSES THAT SHOULD BE DROPPED	NUMBER
SPA 250	2
Abnormal Psychology	2
C & G 305	2

The students were asked to recommend courses that should be added to the curriculum. The most common recommendations were that more courses should be added in reading and that courses in learning disabilities and clinical assessment should be added to the curriculum. Responses are reported in Table VI.

Because most of the College of Graduate Studies students are fully employed and classes are taught in the evenings, exposure to the mentally retarded prior to the student teaching experience was limited. This was cited most often as being a weakness in the special education program.

The students were asked to make recommendations concerning ways in which practical experiences with the mentally retarded child could be provided, prior to the student teaching, in veiw of the fact that most of the students were fully employed. Their responses are reported in Table VII.

TABLE VI

THE NUMBER OF PEOPLE CITING RECOMMENDATIONS
FOR COURSE ADDITIONS

1973 INTERVIEWS

RECOMMENDATIONS	NUMBER
Learning Disabilities	5
More courses in Reading	5
Clinical Assessment	5
Gifted	3
Perceptual Motor Development	2
More courses in Math	2
More courses on Curriculum and Materials	2
Administration of Special Education	1
Deaf and Hard of Hearing	1
Language Arts for the MR	1
Social Studies for the MR	

TABLE VII

THE NUMBER OF PEOPLE CITING RECOMMENDATIONS FOR PROVIDING PRACTICAL EXPERIENCES PRIOR TO STUDENT TEACHING

1973 INTERVIEWS

RECOMMENDATIONS	NUMBER
Arrange special tours to schools and agencies	2
Develop a tutorial program with Kanawha County Board of Education	1
Use of clients at the Vocational Rehabilitation Center to provide practical experience in the various classes	1
Plan a week-end retreat for students and the MR from agencies such as Colin Anderson so that more exposure to the MR can be provided	1
Require those not teaching in special education to visit special classes in their school during their free periods where applicable	1

CONCLUSIONS AND IMPLICATIONS

Based upon the students' responses during the interviews, the following conclusions were drawn:

1. Most of the students in the special education program at COGS are teaching when they enter the program. Therefore, their practical experience should place more emphasis on the diagnostic-prescriptive experience and less on the classroom management and organization. Supervision on the job would be appropriate to those already teaching.
2. Those who were not teaching in special education upon entering the program planned to do so within two years after exit from the program.
3. The students responses during the interviews did not necessarily reflect the COGS special education program, as most of them did a large portion of their work at either KVGC or at another institution. Their responses do have implications for program planning at COGS.
4. The practicum experience, whether provided on the job, or in a special setting, will aid the student in developing a feeling of security in working with the mentally retarded.
5. Having a relative who was handicapped and availability of jobs in the field were important factors in making the decision to go into the field of special education. Therefore, careful screening should be done to determine student's reasons for wanting to enter the program.
6. The students desired a maximum of exposure to the mentally retarded prior to the student teaching experience. Each course should provide a component of actual contact with the mentally retarded.

7. A course in speech pathology, applicable to the needs of special education teachers should replace the one now required that is geared to speech pathology majors.

8. The staff of the special education department was cited as being the major strength of the special education program. The staff should be provided needed support in materials, facilities, and staff to continue upgrading the program.

9. The program should be expanded from the MR program to include the areas of learning disabilities, behavioral disorders, and training for working with the gifted.

10. Courses in diagnostic and remedial reading, related to the needs of special education teachers should be available to the student in special education.

11. The College of Graduate Studies and the Kanawha County Board of Education should cooperate in the development of a tutorial clinic, so that majors in special education could be provided with an experience component related to the special education courses in which they enroll.

Job Placement of Former Graduates. A recent follow-up study was conducted to determine where those who had been students in the special education department of the College of Graduate Studies, formerly the Kanawha Valley Graduate Center of West Virginia University, had received their degrees and where they were presently employed. Of interest were the categories of handicapped children with whom the former graduates are presently working. A second purpose was to determine how many of the graduates were employed in the area of special education and how many were employed outside the field. The third purpose was to determine the areas of concentration of employment by counties in the State of West Virginia, and by states outside the State of West Virginia. The data was collected through students college files and by letter and telephone inquiries.

When West Virginia University-Kanawha Valley Graduate Center became an independent college, the students currently enrolled had the option to remain as West Virginia University students or transfer to the newly organized institution, the West Virginia College of Graduate Studies. Many of those nearing the completion of their program chose to receive their degrees from West Virginia University. Others transferred their credits to the College of Graduate Studies.

During the period of this study, 1971 to Fall 1973, there were sixty graduates in special education from the College of Graduate Studies, formerly Kanawha Valley Graduate Center. Of these, sixteen graduated from WVU-KVGC in 1971 and eleven in 1972. Twelve received their degrees from West Virginia University in 1972 and eleven in 1973. The number of graduates receiving degrees from each college is presented in Table I.

Of the sixty graduates, forty were employed in the field of special education, the largest number being employed as teachers of the educable mentally retarded. The degree held by these graduates was in the area of mental retardation but a few of the graduates were employed to teach other categorical areas of special education.

TABLE I

NUMBER OF GRADUATES AND THE COLLEGE OR UNIVERSITY GRANTING THE DEGREES

COLLEGE OR UNIVERSITY	N	YEAR
West Virginia University-Kanawha Valley Graduate Center	16	1971
West Virginia University-Kanawha Valley Graduate Center	11	1972
West Virginia University	12	1972
West Virginia University	11	1973
College of Graduate Studies	10	1973

Table II contains a summary of the categories of handicapped children with whom the former graduates are working and their positions within those categories.

TABLE II

A SUMMARY OF THE CATEGORIES AND POSITIONS OF EMPLOYMENT IN THE FIELD OF SPECIAL EDUCATION

CATEGORIES	POSITIONS	N
Educable Mentally Retarded, Public School Setting	Teacher	27
Educable Mentally Retarded, State Hospital Setting	Teacher	1
Educable Mentally Retarded, Sp. Ed. High School	Phys. Ed. Teacher	1
Trainable Mentally Retarded	Teacher	3
Mental Retardation	Substitute Teacher	1
Mental Retardation	Principal	1
Learning Disabilities	Teacher	1
Learning Disabilities	Diagnostician	1
Multiply Handicapped	Teacher	3
Emotionally Disturbed	Teacher	1
Day Care Center	Teacher	1

Seventeen of the graduates were employed outside the field of special education, two could not be located, and one was a homemaker, not employed. The results for this group on employment factors is summarized in Table III.

TABLE III

A SUMMARY OF THE CATEGORIES AND POSITIONS OF EMPLOYMENT OUTSIDE THE FIELD OF SPECIAL EDUCATION

CATEGORIES	POSITIONS	N
College	Instructor	1
Elementary Eudcation	Teacher	5
Secondary Education	Teacher	8
Vocational Rehabilitation	Counselor	1
Opportunities Industrialization Center	Training Director	1
Nursing	Nurse	1

Fifty-eight graduates were located in thirteen counties in West Virginia and in eight states outside of West Virginia. The highest concentration of former graduates was in Kanawha County. Table IV and V show a breakdown of counties and states where the former graduates are located.

TABLE IV

COUNTIES WHERE FIFTY-EIGHT FORMER GRADUATES OF SPECIAL EDUCATION ARE LOCATED

COUNTIES IN WEST VIRGINIA	N
Kanawha	27
Putnam	7
Lincoln	4
Roane	3
Boone	2
Jackson	1
Fayette	1
Raleigh	1
Cabell	1
Mason	1
Marion	1
Nicholas	1
Wyoming	1

TABLE IV

STATES WHERE FIFTY-EIGHT FORMER GRADUATES
OF SPECIAL EDUCATION ARE LOCATED

STATES	N
West Virginia	51
Missouri	1
New Jersey	2
Florida	1
Ohio	1
Texas	1

It can be concluded that more than two thirds of the former graduates in special education from the College of graduate Studies, formerly Kanawha Valley Graduate Center of West Virginia University are employed in the field of special education. Except for seven of these, they are working in mental retardation, the area in which they trained Of the seventeen employed outside the field of special education, the highest concentration of employment is in elementary and secondary education in the public schools.

Fifty-one of the graduates remained in the State of West Virginia, with the largest concentration in Kanawha County.

Future Follow-up Studies. In keeping with the national trend, the Department of Special Education at the College of Graduate Studies has implemented a new training program using the diagnostic-prescriptive teacher model, as is indicated in the course outlines contained elsewhere in this document. The competencies required for a diagnostic-prescriptive teacher are outlined in the course syllabi.

The staff of the Department of Special Education is concerned to know if the program being implemented is effective in achieving the competencies included in the program for the diagnostic-prescriptive teacher. The first phase of this evaluation is outlined in the student evaluation section of this document. This type of evaluation is for monitoring the growth of the student as he proceeds through the program. The second phase of the evaluation will use a questionaire designed by the staff of the special education department to evaluate the program. The purpose of the questionaire is to conduct a follow up study to acquire data related to the importance of subject matter presented in the student's program, the quality of the presentations, and the usefulness of the subject in the student's job performance. In addition, the questionaire will seek recommendations for course deletions and additions and other suggestions for changes in the program.

Beginning in the spring of 1974, the questionaire will be completed by students presently in the program and those who have graduated. At the end of each semester afterward, the questionaire will be used to evaluate the program. The questionaire will be revised as necessary when there are changes in course offerings and faculty, and as field testing indicates the need for changes.

Data acquired from the attached questionaire will be analyzed and the information will be used to guide the staff of the Department of Special Education in making necessary modifications and changes to keep abreast of the needs in the field.

QUESTIONAIRE

FOLLOW-UP OF STUDENTS IN THE SPECIAL EDUCATION
PROGRAM AT THE COLLEGE OF GRADUATE STUDIES

The Department of Special Education at the College of Graduate Studies is interested in input from past and present students in the teacher training program. It is through you and your observations of the program that we can make necessary modifications and changes to keep abreast of the needs in the field. Any information you can supply to us on the following pages will be used in developing the best program we possibley can in Special Education. If there are questions you prefer not to answer, and have no input, feel free to leave them blank. We will appreciate all the information you can give us.

I. PERSONAL DATA

Name _____ Age 20-25 _____
26-35 _____
Address _____ 36-45 _____
46-55 _____
_____ 56-65 _____
City State Zip 66- _____

Highest Level of Education

_____ _____ _____ _____ _____
Bachelor's Bachelor's + Masters Masters + Doctoral

From What Institution did you receive your highest degree?

_____

What Year? _____

Are you pursuing a Masters from COGS in Special Education now? _____

In what are you specializing? S.L.D B.D. M.R. Other

How many units have you completed, including this semester? _____

How many years teaching experience do you have?

_____ _____ _____ _____ _____ _____
0-2 3-5 6-10 11-15 16-20 Above 21 years

Number of years in each area

_____ _____ _____ _____ _____ _____
S.L.D B.D. M.R. Elementary Secondary Other

II. CONTENT AREA

Rate the competencies on the following page according to subject matter, presentation, and usefulness. Subject matter refers to the particular course or area of study. Presentation refers to the expertise with which the subject was presented. Usefulness refers to whether or not you have found the subject matter which was presented useful to you in your work.

Keep in mind your area of speciality (M.R., B.D., S.L.D.) as you rate each item. Use a five point rating scale, with five representing the highest rating and one the lowest.

COMPETENCIES	SUBJECT 5 4 3 2 1	PRESENTATION 5 4 3 2 1
1. Description of the characteristics of each group of exceptional children as related to historical, environmental, educational needs, cultural,		
2. Examination and defense of the traditional and contemporary practices in the field of special education and their relationship to regular education		
3. Terminology in special education as related to understanding the literature and authorities in the field		
4. Understanding of the purposes and values of various tests, both standardized and criterion referenced in both the cognitive and affective areas, including administering, scoring, recording and profiling		
5. Developing cognitive and affective diagnostic hypotheses for each child, translating the data into educational programming, and determining methodology for long and short term goals		
6. Preparing clinical, prescriptive teaching techniques for individual children		
7. Selecting and developing instructional materials to meet teaching objectives		

	SUBJECT 5 4 3 2 1	PRESENTATION 5 4 3 2 1	USEFULNES 5 4 3 2 1
e characteristics of each group ildren as related to historical, ucational needs, cultural,			
efense of the traditional and tices in the field of special ir relationship to regular			
ecial education as related to literature and authorities in			
the purposes and values of th standardized and criterion h the cognitive and affective administering, scoring, record-			
ive and affective diagnostic ch child, translating the onal programming, and dology for long and short			
l, prescriptive teaching dividual children			
eloping instructional mater- hing objectives			

COMPETENCIES	SUBJECT 5 4 3 2 1	PRESENTATION 5 4 3 2 1
8. Using the Special Education Instructional Materials Center Network effectively		
9. Planning for flexible scheduling that phases students in and out of regular and special education classes		
10. Evaluating pupil progress on pre-and-post testing, and developing new programs based on that data		
11. Reading, interpreting and translating research findings into specific problems in the education of exceptional children		
12. Writing a research proposal		
13. Using appropriate research techniques and seminar gained skills in carrying out a specific study or producing an educational material in the area of concentration		
14. Preparation and interpretation of criterion referenced tests as means of assessing specific skills of children.		
15. Awareness of ancillary personnel and their contribution to the total prescriptive program of the child		
16. Writing objectives in behavioral terms		

S	SUBJECT 5 4 3 2 1	PRESENTATION 5 4 3 2 1	USEFULNESS 5 4 3 2 1
he Special Education Instructional ls Center Network effectively			
g for flexible scheduling that phases s in and out of regular and special on classes			
ing pupil progress on pre-and-post , and developing new programs based data			
, interpreting and translating research s into specific problems in the educa- exceptional children			
a research proposal			
appropriate research techniques and gained skills in carrying out a spec- udy or producing an educational l in the area of concentration			
tion and interpretation of criterion nced tests as means of assessing ic skills of children.			
ess of ancillary personnel and their bution to the total prescriptive pro- f the child			
g objectives in behavioral terms			

COMPETENCIES	SUBJECT 5 4 3 2 1	PRESENTATION 5 4 3 2 1
17. Ability to use intervention and reinforcement procedures to achieve specific objectives		
18. Defending a problem or product orally before peer groups and instructors		

	SUBJECT 5 4 3 2 1	PRESENTATION 5 4 3 2 1	USEFULNESS 5 4 3 2 1
intervention and reinforce- to achieve specific object-			
blem or product orally ups and instructors			

III. STRENGTHS, WEAKNESSES, RECOMMENDATIONS FOR CHANGE IN THE SPECIAL EDUCATION PROGRAM AT COGS

A. Indicate below the two strongest features of your graduate program.

1. _____

2. _____

B. Indicate below the two weakest features of your graduate program

1. _____

2. _____

C. List below any courses that you feel should be dropped from the curriculum

1. _____

2. _____

D. List below any courses that you feel should be added to the curriculum

1. _____

2. _____

E. Was your advisement satisfactory? _____ Yes _____ No

F. Additional comments concerning the strengths and weaknesses of the special education program

_____

_____

_____

_____

G. Additional comments concerning recommendations for change in the special education program

_____

_____

_____

_____

H. Additional Comments

An in-depth evaluation instrument will be developed during the summer and fall of 1974, with the help of Dr. William Calinger. He has recently been appointed Director of Institutional Research at COGS, and will officially assume responsibilities as of July 1, 1974. A preliminary conference has been held with him and some general strategies have been planned. He will work with the faculty in developing the evaluative instrument, and will help supervise its field testing.

The product of COGS Department of Special Education is the teacher, and how effectively the teacher functions in the classroom is the true test of effectiveness of the total teacher-education program. To this end, rating scales will be developed. The stage will be set in the COGS classrooms to make this possible. Students in the program will receive information on the proposed data-gathering techniques. They will be informed that any data gathered will be protected information. It will be used for COGS program development only. No names will be attached to the data, nor will any results be published except in statistical reporting.

A rating scale will be used to measure effectiveness in the areas of teacher planning, techniques, methods, materials, and management in the classroom. The ratings will be performed by fellow teachers, principals, COGS faculty, and any other administrative personnel who have a knowledge of the teacher's effectiveness. Also, exploration will be made into the feasibility of student and parent evaluation of effective teaching.

Because both the number of COGS graduates, and those pursuing credentials will increase during the next few years a random sampling technique will be used to gain a reasonable size of participants. By having teachers evaluated by fellow-teachers, principals, and other administrators, the bias that possibly could result from a COGS faculty doing the evaluation with no outside

input will be minimized. If it can be arranged to have both parents and students evaluate the teacher, the data input would be even more potent.

An evaluation of this type of data can give a great amount of information as to program development and revision. Because the evaluation of the program graduates will be yearly in nature, there will be constant input to the program. Thus, there will be long-term evaluative results to help in modifying existing programs, and make necessary changes for long-term effect.

While the evaluation instrument is presently not developed, it will be given major priority once Dr. Calinger is available for consultation. It should be ready for experiemental use by January, 1975, and for widespread use by May or September, 1975.